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Early Education; A Report and Recommendations for Including Three- and Four-Year-Old Children in the Public School System of Washington, D.C.

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This report presents recommendations for the establishment of an early education program based on the Passow Report (that the District of Columbia undertake a major program of schooling for disadvantaged preschool children, and that this program be integrated into the school system). A large portion of the report discusses the rationale of the program: it will foster physical health, intellectual growth, healthy social and emotional development, opportunities for parents and teachers to work together, and growth of self-esteem in the child. A program for Washington is proposed with preliminary ground rules concerning physical facilities, curriculum development (emphasizing the rationale of the program), parental involvement, and supportive services. Presented in more detail are descriptions of staff development with sections on the roles and deployment of the program direction, coordinators, teachers, assisting teacher, and community aides; a specific program for career development (including a curriculum for inservice training courses and a career development ladder); recommendations for cooperative, coordinated future programs; and particularized cost estimates and budgeting plans for the program. A 48-item bibliography is included. (SM)

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EARLY EDUCATION

A report and recommendations
for including
three- and four-year-old children
in the public school system
of Washington, D.C.

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September 1968

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INTRODUCTION & SUMMARY

Suddenly, the American education microscope is trained on young children, the so-called *pre*-schoolers. Even the term *"pre-school"* is receding as the need for *early education,* or *early childhood education* becomes clearly established. Words such as "crucial" and "essential" are creeping into the working vocabularies of school authorities who have in the past called nursery school education "beneficial" or "helpful".

This report presents the views of a committee of child development specialists, educators, professionals in related fields and laymen appointed to study the various problems involved in creating an early education program for the young children of the District of Columbia.

The committee was established by D. C. Citizens for Better Public Education in the latter part of 1967. It was asked to evaluate carefully two important recommendations of the famous Passow Report — *A Study of the Washington, D. C. Public Schools,* written by Dr. A. Harry Passow and his associates at Columbia University.

The Passow recommendations on early education urged the District of Columbia to undertake a major program of schooling for children under five years of age. It suggested that such an educational program, which would be designed to involve the parents in the development and extension of the educational process, might be particularly helpful for young children from low-income families.

The Passow Report also urged that pre-kindergartens, kindergartens and first grades be designated as Early Childhood Units in the D. C. School System, in order to achieve maximum benefits of planning and continuity.[1]

1. Passow, A. Harry, (Study Direc.), *Toward Creating A Model Urban School System: A Study of the Washington, D.C. Public Schools,* Teachers College, Columbia University, New York, 1967, p.271.

Working in small sub-groups, the D. C. Citizens committee weighed the arguments for an early education program, explored various kinds of programs, evaluated proposals for developing personnel to staff the new classes, considered constructive uses of existing facilities for three- and four-year olds, and studied cost factors of a proposed program.

Action programs which will speed the establishment of early education programs in Washington, D. C are, in the view of the Committee, highly desirable. For many years, the benefits of early education have been available almost exclusively to children whose families can afford private schooling. These same benefits and opportunities — in the view of the Passow Report, the Committee, and the Working Party appointed by the D. C. School Board to study the Passow Report — should be extended to include all the three- and four-year olds of the community as quickly as possible.

Specific recommendations of this committee are made available through this booklet, as a public service, in order to speed the efforts of school and city officials, Congressmen who appropriate the city's education funds, and citizens of the District of Columbia towards implementation of early education programs.

This booklet concentrates on the first Passow Report recommendation, "that the District extend downward schooling to incorporate what is now considered pre-schooling as a basic component of its 'common school' . . ."

By emphasizing development of the new classes for four- and three-year olds, D. C. Citizens *in no way* intends to minimize the importance of the second recommendation, "that the pre-kindergartens, kindergartens, and first grades be designated as the Early Childhood Unit to assure continuity, sequencing and articulation through this period . . ." In fact, D. C. Citizens fully supports an Early Childhood Unit plan to include children up to age eight, which the D. C. Board of Education endorsed on July 30, 1968. It is the firm judgment of the committee that the rewards of education for three- and four-year olds will be reaped only in direct proportion to the children's experiences during the years which immediately follow early education.

Why Should Your Young Children Go to School?

A large number of studies has made it increasingly clear that the childhood years before six are a period of the most rapid growth in physical and mental characteristics. In addition, research on child development emphasizes the dramatic impact on each individual of the environment in which the child spends his earliest year. For all children, and particularly for those from disadvantaged homes, a system of well-directed early education classes offers practical benefits.

First of all, early education programs provide an environment that fosters the physical health of young children. Statistics compiled by Head Start programs bear witness to the preventable physical deficiencies of many hundreds of thousands of American children.

Secondly, early education programs foster intellectual growth in children's "prime time" — to borrow from the language of television — and they set the stage for successful academic school life. Development of intellectual competence that will lead to a child's ability to express himself clearly, to grasp knowledge and ideas, to read well and to solve problems is a major goal of quality early education programs. Traditional nursery schools have developed successful ground rules to foster intellectual competence in youngsters whose home environments also foster the competence from birth. New early education methods are being developed to strengthen environmentally weak intellectual backgrounds.

Thirdly, an excellent early education program provides an environment that fosters healthy social and emotional development. By playing freely with other children, in sight of protective adults, a child learns to enjoy people. He learns, with a teacher's help, how to wait turns, settle conflicts by agreement, and work cooperatively with others, all social skills he will need to succeed in further schooling.

Fourth, early education programs offer an opportunity for parents and teachers to work together as a developmental team. By channeling parents' interest and concern for their young children into educated participation in their development, well trained teachers can wield a permanent positive influence.

Lastly, an early education program fosters the building of self-esteem and self-respect on the part of the individual child. Self-evaluation

is a product of social, emotional, intellectual and physical development, and what a child thinks of himself determines much of his behavior as he grows older. For children from impoverished homes, the therapeutic value of awakening self-esteem can scarcely be measured.

A Program For Washington

In Washington, twelve thousand four-year-olds are ready for early education. The planning process to get these youngsters to school represents a major challenge to the community — this without even considering the equal number of three-year-olds also ready for enrollment in programs.

A curriculum must be planned, based on a wide variety of traditional and innovative methods to meet developmental needs of Washington's various groups of children. Supporting services — medical and dental care, psychological guidance, supplementary nourishment, development of cumulative records, social service — must be provided. And it is essential that a way be found to involve parents actively in early education programs.

A problem of overwhelming importance is the development of staff. If planners are bold and imaginative, they will find a way to circumvent the shortage of available teachers through skillful hiring and a broad-based program of continuing education and in-service training.

A capable director will be needed to define goals, initiate educational programs, hire personnel, administer the total program and direct staff development.

Coordinators must be hired, one to each eight or nine classrooms, to link the classrooms to the Director, to effect innovations, to weave the curriculum into the rest of the Early Childhood Unit in a school, and to oversee necessary training for classroom personnel.

A Teacher, Assisting Teacher and, possibly, Community Aide will need to be hired for each classroom of fifteen children. Flexible hiring policies and firm training programs can provide a key to successful procurement of needed personnel. Career development ladders must be offered to personnel at every level.

Planners of Washington's early education programs should attempt to coordinate present D. C. public programs for young children — Head Start, Day Care, Model School and Recreation Department programs — with new programs. In order to explore possibilities for such coordination, D. C. Citizens for Better Public Education assembled an informal committee of a dozen men and women who currently operate major D. C. programs for three- and four-year olds or are planning future programs.

This committee voiced warm enthusiasm for the opportunity to work closely together before and after the school programs come into being. The group expressed interest in forming a permanent coordinating committee to pursue the following goals: 1) Conduct a survey to find where the youngsters are, what kind of program is needed in each area, what programs are presently operating and how present programs may be helped; 2) Work with representatives of the school system to implement the Passow Report recommendation for early education programs for all four-year olds and some three-year olds; 3) Establish standards for teachers, assistants and community aides; and 4) Create new, adequate training programs for personnel involved in early education, using the resources available at Federal City College and other area universities.

Costs and Conclusions

The cost of Washington's early education programs will depend on the quality of the programs established. An excellent program will limit class size to fifteen, will demand quality staff, will require teachers to teach only half a day in order to devote the other half day to in-service training, continuing education and parent involvement activities. An excellent program will provide needed supportive services and will be an integral part of the total Early Childhood Unit.

D. C. Citizens for Better Public Education urges the Washington community — school officials, city officials, organizations, parents and concerned citizens — to fight for a truly excellent early education program. With no existing structure to modify, no excuse exists for mediocrity. Early education programs can be developed thoughtfully, fifty or one hundred at a time, as resources become available to establish each new group. Different techniques can be tried with different groups. Research data from other cities

can be absorbed. Built as the first sequence and strong foundation of a carefully articulated curriculum that lasts through third grade, D. C.'s early education program will strengthen the whole school system. Graduates of quality early education programs will enter the primary grades stronger in body and better prepared for academic demands in attitude and achievement.

1 | Why Should Children Under the Age of Six Go To School?

ENVIRONMENT SHAPES DEVELOPMENT

Children under the age of six should be in planned educational programs because the first four or five years of every child's life are the time of most rapid growth in physical and mental characteristics. These are also the years of greatest susceptibility to powerful environmental influences, positive or negative, which can support optimum growth or minimal development.

Evidence that environment strongly shapes human development has grown from the unscientific intuitive certainties felt by a thousand years of mothers and teachers into a new body of knowledge built up through twentieth century scientific investigation of how children grow and develop. Distinguished scholars, such as Jean Piaget, Jerome Bruner, Erik Erikson, Benjamin Bloom and Arnold Gesell, have devoted years of their lives to exploring different areas of the developmental chart of children under the age of six. Other researchers from the fields of pediatrics, psychology, education, biology, sociology, psychiatry and the inter-discipline of child development have concentrated on young children in classrooms, laboratories, homes, playgrounds and the streets.

The findings of these various child development investigators conflict as to exactly how environment shapes young lives and what kind of environment adults should help to build. They all agree, however, that early environment has a dramatic effect and that it should be consciously shaped. Dr. Benjamin Bloom, a pioneer in the child development field, expressed his conclusions this way:

The environment is a determinant of the extent and kind of change which takes place in any individual particular characteristic. These characteristics include such traits as height and weight, vocabulary, numerical ability, aggression, dependence, memory and a host of other behavioral manifestations as well as general intelligence, general achievement, reading comprehension and sociometric status . . . The developments that take place in the early years are crucial for all that follows.

It is much easier to learn something new than to stamp out one set of learned behavior and replace it with another set . . . Less and less change can be expected once a characteristic has developed to a high degree . . . A person may learn how to express or use it differently, however. For example: aggression may have become a stable characteristic of a person, but he may learn to express it in less violent or more socially acceptable ways. Instead of becoming a juvenile delinquent, an aggressive person may become a policeman, an effective soldier, or a scientific worker attacking a difficult problem.[2]

Public acceptance of the idea that environment influences growth and development should lead logically to public demand for planned educational environments for children under six. The development of children from every kind of background can be fostered best in a setting where teachers are trained specifically for the purposes of educating young children. Such an environment can be expected to offset individual weaknesses and to enhance children's personal strengths.

SPECIFIC RESULTS OF PLANNED EARLY EDUCATION

In order to talk about specific results of early schooling it becomes necessary to separate areas of children's growth and development into distinct categories. Actually, the physical, intellectual, social and emotional development of any individual child takes place in an intertwining web of factors which feed into and influence each other. Individual children are best understood as "wholes." On the other hand, it is only through isolation of developmental areas that scientists can better understand the interacting "whole." Dr. Barbara Biber, Distinguished Research Scholar of the

3. Bloom, Benjamin S., *Stability and Change in Human Characteristics*, Wiley and Sons, N.Y., 1964, ch. 7.

Bank Street College of Education, summarizes the problem this way:

> At Bank Street, we believe there is a very important and fundamental relation between learning and personality development. We hold that the two interact in what we speak of as a "circular process." Thus, in our view, mastery of symbol systems (letters, words, numbers), reasoning, judging, problem solving, acquiring and organizing information and all such intellectual functions are fed by and feed into varied aspects of the personality—feelings about oneself, identity, potential for relatedness, autonomy, creativity and integration . . .[3]

This booklet outlines major outcomes that can be expected from quality early education programs. Research findings are offered to support statements where evidence seems necessary and is available. Because the Passow Report recommends that D.C. schools should serve "all four-year olds and selected three-year olds from disadvantaged areas," the research data reported stress benefits of early education for the District of Columbia population which, according to the Passow Report, is more than 60 per cent Negro, largely poor, racially encapsulated, and of which more than a third lives in substandard, overcrowded housing.

I. Early education programs provide an environment that fosters the physical health of young children.

Sound physical growth is the cornerstone of child development. Children who are well nourished and well cared for physically have a far better chance to develop into successful adults than children who are physically weak, diseased and defective. Likewise, children who have space and equipment designed to stimulate muscle and coordination development will be stronger than those who are confined to crowded indoor spaces.

A good early education program provides healthy surroundings and a means of screening for physical defects which, if corrected early, can prevent further damage. Many children in Washington, D.C. are not seen by physicians, dentists or other medical professionals between the first months of life, when early immunizations are given, and the time for entry into first grade. The extent of undetected defects and disease is demonstrated in figures given by Sargent Shriver, reporting on the physical examinations given to

3. From a paper given by Elizabeth C. Gilkeson, Director, Laboratory Centers, Bank Street College of Education, "Notes on a Viewpoint About Learning", Feb., 1968.

one and one half million children enrolling in Head Start programs:

> 98,000 children had eye defects.
> 90,000 children had bone and joint disorders.
> 7,400 children were mentally retarded, and could be referred for special handling.
> 2,200 cases of TB were discovered.
> 900,000 dental cases were discovered, with an average of 5 cavities per child.
> 740,000 children did not have polio vaccinations.
> More than 1,000,000 children did not have measles vaccination.
> Approximately 5 to 10 per cent of the children sampled had psychological difficulties sufficiently severe to prevent normal behavior.[4]

Less dramatic are the children found to be underweight and malnourished for whom the provision of supplemental meals at school is important. Nutritional education in the elements of wise buying of food and its preparation can be offered to the parents of the children in an early education setting.

Not all children have defects or disabilities. All children, however, need a place to play and conditions which stimulate the development of muscles and coordination. Urban settings rarely offer casual play opportunities which are safe and give valuable experiences. Many city children are encouraged to "sit quiet" all day long in front of a television set, a habit which can seriously inhibit development. School can provide open space and equipment of a kind which calls for the coordinated use of a child's whole body: a jungle gym, balancing boards, saw horses, large wooden crates, slides, wagons, tricycles and carts.

In spontaneously maneuvering these objects, a child learns to use his whole body as a controlled tool. Through physical motion he comes to understand spatial relationships and learn what his body is and can do. He also has opportunities to develop fine muscle skills of the type needed for dressing and undressing, for handling tools, and for using a pencil and pen.

Children in early education programs learn good health habits and are helped to practice them regularly each day. They learn to wash their hands, to take care of nasal discharge, to care for

4. Shriver, Sargent, "Remarks of the Director, Office of Economic Opportunity, Head Start Ceremonies—The White House". Press release dated March 13, 1967.

themselves at the toilet, to wear the right amount of clothing for the weather and to care for clothing, and to eat different kinds of foods.

II. Early education programs foster intellectual growth at an age when children are wide open to learning, and set the stage for a successful academic school life.

Development of intellectual competence that will lead to a child's ability to express himself clearly, to grasp knowledge and ideas, to read well and to solve problems is a major goal of quality early education programs.

It is in this area of cognitive development that the liveliest controversy rages, the most confusion reigns and current action research projects reach blizzard proportions. Pediatricians, educators, psychologists, psychiatrists, sociologists and other professionals who agree that an early education program lays the foundation for later academic success shake angry fists at each other and converse back-to-back about what the content of that education should be.

At first glance there seem to be two camps, the "traditional" nursery educators who see early education centers as the means for fostering development of the "whole" child, and the group which seems to stress learning specific skills as the chief goal of early education programs.

This second group includes programs that emphasize early reading and writing, concentrate on developing language skills, or restrict school activity to working with specific teaching materials rather than encouraging free social interaction or open ended creative activities. The confusion is intensified by the fact that some programs are designed to meet the educational needs of all children and other programs are designed to compensate for particular weaknesses in the lives of disadvantaged children who seem, as one commentator put it, "to be preconditioned for failure (in school)."[5]

Out of the smoky controversy emerge some points of agreement concerning intellectual competence as an outcome of early education programs. Traditional nursery schools have developed successful ground rules to foster intellectual competence *in youngsters whose home environments also foster that competence from birth. In a traditional program of high quality —*

5. Brunner, Catherine, "Preschool Experiences for the Disadvantaged", in *The Educationally Retarded and Disadvantaged*, Part I, Sixty-sixth Yearbook of the National Society for the Study of Education, University of Chicago Press, 1967, pp.153-154.

• Language and vocabulary development are encouraged by teachers who provide multiple opportunities for self-expression, dramatization, singing, story telling and conversation about the many things children experience in this rich environment.

• Teachers help children to expand knowledge about everyday phenomena by providing sights, sounds and materials in school and on trips that encourage youngsters to notice, explore and experiment with the world around them.

• Conceptual understandings grow as the children begin, with the help of teachers and parents, to label and categorize the things they experience.

• Teachers encourage children to think for themselves, to reason out answers to simple problems, to associate ideas and to generalize.

• Teachers plan informal lessons which teach perceptual discrimination, spatial relationships, numbers, names of people and objects, and symbolizing of ideas with pictures, signs and words.

• Intellectual creativity and flexibility are encouraged through activities, such as block building and painting, where children begin with unstructured sets of materials and then structure them.

Unfortunately, this successful combination of interweaving home and school environments does not exist for many children born into conditions of severe poverty. Dr. Maria Montessori recognized this sixty years ago in Italy and designed a successful program, still in wide use, to teach young children a variety of problem-solving skills they were not learning at home.

It is only recently that America has begun to attack the educational problems of children whose early home environments have not prepared them to succeed in presently existing schools. Now, however, the Federal government, research scholars, many local school systems, neighborhood communities, and city governments are pursuing answers and corrective action programs so actively that forward progress must result, despite the evidence that there are no easy answers in sight.

There are many reasons why disadvantaged children often fail to achieve intellectual competence in school despite their many strengths in other areas of development. Historically, much of the blame lies with the schools for pushing children into, through and

out of a static system that has not responded flexibly to the needs of individual children. But schools are not all to blame.

Extensive research suggests that the foundations for intellectual failure and success are laid in the early years at home. For a number of years the Institute for Developmental Studies in New York has been analyzing the lives of children from different socio-economic groups to isolate differences between them that seem to strengthen or retard intellectual development. The two statements below are drawn from the Institute's analysis of the environment of many children living in impoverished homes:

> Visually, the urban slum and its overcrowded apartments offer the child a minimal range of stimuli. There are usually few, if any pictures on the wall, and the objects in the household, be they toys, furniture or utensils, tend to be sparse, repetitious, and lacking in form and color variations. The sparsity of such objects and the lack of diversity . . . give the child few opportunities to manipulate and organize the visual properties of his environment.[6]

> Related to the whole issue of the learning process is the ability of the child to use the adult as a source for information, correction and reality testing involved in problem solving and the absorption of new knowledge. When free adult time is greatly limited, homes vastly overcrowded, economic stress chronic, and the general educational level very low—and in addition, when adults in our media culture are aware of the inadequacy of their education—questions from children are not encouraged.[7]

Other experts emphasize that problems arising from lack of close human relationships and the physical and psychological uncertainties in the lives of many disadvantaged children also contribute to school failure. And a vital note of caution appears for those who become involved in early education programming:

> One of the serious things that may happen in bringing the four year old children of disadvantaged families into school is that we may create stereotypes of the disadvantaged child or the disadvantaged as a group of people. We are not dealing with a *type* of people or a *type* of child.

6. Powledge, Fred, *To Change A Child:* A Report on the Institute for Developmental Studies, Quadrangle Books, Chicago, 1967, p.17.
7. Powledge, Ibid., p.13.

Children, like the members of the families from which they come, react differently to poverty and deprivation, or cruelty and misery. For most of them, the serious life deficits of living under poverty leave serious scars, but there are many children who will impress us by the way in which they have come out of unfortunate life circumstance and still are developing as articulate, skillful children . . . the basic issue is that we shall remain aware of *each child* for the separate person that he is.

. . . We have to . . . remember that there are some children who, in the clutter and the noise of city streets, have found wonderful ways of playing; have, in fact, exercised such imaginativeness in what can be done with a piece of wood or an old tire that one has to recognize that, for the children who can really overcome the barrenness and make something meaningful in their own independent play lives, there may be great power in their own resourcefulness to create and to overcome. We need to be aware that many of these children bring strengths as well as deficits into schoolrooms.[8]

Early education programs designed to compensate for environmental deficits are springing up all over America. They include modifications of traditional "whole child" programs (most Head Starts) and intensively structured programs which stress behavioral training in language, thinking and other skills. *(See Appendix A).* Most of the programs, new and traditional, emphasize language development as a major goal although teaching strategies and measurement tools differ. All the demonstration programs feature a low pupil-adult ratio.

Research results from these various programs are just beginning to come in. Too early for final judgments about methods, the evidence does strongly suggest that early education programs, *followed by improved primary programs,* can halt the disadvantaged child's downward spiral of educational failure early in his life and get him moving up and forward. Some results include:

> Three groups of children of similar socio-economic backgrounds in Staten Island public schools were compared: children with nursery school, kindergarten, and

8. Biber, Barbara, *Young Deprived Children and Their Educational Needs,* Association for Childhood Education International, Washington, 1967, pp.9-10.

neither nursery school, nor kindergarten. Analysis of scholastic records, guidance counselor reports, absences, tardiness and truancy reports, achievement tests, (and) intelligence tests, revealed an all round improved status.[9]

Significant gains were made on the Peabody picture vocabulary test by Spanish-American children attending a nursery school which emphasized learning experiences at Colorado State College. The children showed superior achievement in kindergarten, allowing favorable prognosis for successful work in first grade.[10]

Head Start pupils were able to compete equally with other first graders.[11]

Available literature on the Early Training Projects provides a picture of the differential effects of giving young Negro children summer preschool experiences of two different types. A third and fourth group in another city had no summer preschool. By the end of the second grade, the mean IQ of the two experimental groups combined was significantly greater than the two groups which did not receive preschooling. In general, it appears that the experimental early schooling produced small, but fairly consistent long term gains in intelligence for the experimental children, while the intelligence quotient of those children who did not have preschooling remained relatively constant.[12]

Children in the Perry Preschool Project at Ypsilanti, Michigan, made significant gains in IQ as a result of preschool experiences, compared to a control group which received no schooling. These gains were not retained at the completion of kindergarten, first or second grade. The tendency for the gain to disappear after regular schooling may be the result of change in content of the tests or of

9. Goldstein, K.M. and Chorost, S.B., "A Preliminary Evaluation of Nursery School Experience on the Later School Adjustment of Culturally Disadvantaged Children", Wakoff Research Center, N.Y., 1966. Abstract in *Research in Education*, Nov. 1966-Aug. 1967 (ERIC). Report #CPR-5-323.
10. Nimnicht, Glen P., et al. Colorado State College, 1966, Abstract in *Research in Education*, op.cit. Report #CPR S 287 (ERIC).
11. Robinson, R.E., Asheville, North Carolina City Schools, 1966, Abstract in *Research in Education*, op.cit., Report #CPR-2874 (ERIC).
12. Gray, Susan W. and Klaus, R.A. "An Experimental Preschool Program for Culturally Deprived Children," in *Child Development*, 36, 1965, pp.887-898.

> the failure of the school to make use of the preschool training that the children have had.[13]

These project reports are representative of current studies which show that intellectual functioning can be substantially raised by home intervention, preschool curriculum intervention, or a combination of both. Taken all together the studies demonstrate that children with early education experience show improvement in general intelligence level, the lower the socio-economic status of the child, the greater the gain.

Despite certain weaknesses in the studies and later losses in achieved gains, a general evaluation of enrichment programs has resulted in the conclusion that disadvantaged children who attend early enrichment programs score higher on ability tests than those who do not and appear to have a better foundation for further learning.

III. Early education programs provide an environment that fosters healthy social and emotional development.

Of all the expected outcomes of early education programs, healthy social and emotional development is the most difficult to describe and certainly the most difficult to measure. How does a teacher, faced with a class of four year old individuals—quiet, noisy, aggressive, timid, brave, kind, mean, anxious, calm, trusting, fearful, smiling, frowning, laughing or crying—"foster the healthy social and emotional development of those children?"

Bank Street College of Education, a leader in successful early education programs for young children, offers help in understanding development of the young child and the ways in which an early education program fosters it.

> It is during the period of early childhood that the child becomes aware of himself as apart from other people and lays the foundation for attitudes toward himself as an individual. His energies and curiosities bring him into throbbing contact with his environment and in his pattern of responding to these stimuli he is developing attitudes that will have an important effect on his role as a working adult. He faces the dilemma of getting his fill of love and protection and at the same time weaning himself from the

13. Weikart, D.P., et al., *Perry Preschool Project Report*, Ypsilanti Public Schools, Ypsilanti, Mich., 1964.

> infantile dependence which becomes irksome as his skills, assertiveness and individuality all begin to blossom . . .
>
> He struggles with adapting his own impulses to the requirements of civilization in many guises—toilets, forks, neatness, money —. In long hours of play with other children he is establishing a *modus vivendi* for living with other people. He encounters specific forms of restraint and authority and, out of the wide range of possible reactions to authority—cringing, anger, subterfuge, resentment, acceptance—he develops an individual formula compounded of his own temperamental qualities and the authority which he experiences. He experiences denial, frustration, loneliness, fear, pain, anger, and out of all this emotional weathering his own style of endurance and feeling begins to take shape.
>
> The nursery school, as an educational institution, has an important function in helping young children come to grips with these major life-problems of their early years.[14]

Examples of activities that foster emotional growth are drawn from many moments in any program day. Given wide opportunities for using equipment freely, indoors and out, a child discovers that he can manage, move and change things. Left to his own devices with paints, paper, crayons, blocks or clay, he establishes himself as an individual capable of original creation. Through creative expression, with materials or in dramatic play, he releases pent-up, intense feelings generated in the course of his everyday life as a child in a world of powerful, all-knowing adults.

By playing freely with other children, in sight of protective adults, a child learns to enjoy people. He learns, with a teacher's help, how to wait turns, setle conflicts by agreement and work cooperatively with others, all social skills he will need to succeed in his further schooling.

In an early education program a child also learns that there will be limits placed on some kinds of behavior, such as aggression, that he will be stopped from carrying some of his impulses to extremes. A well-trained teacher limits such behavior quietly and firmly without shaming, hitting, shouting, belittling or rejecting a child.

14. Biber, Barbara, *How* Can Nursery School Be Expected to Benefit A Child?, Bank Street College of Education Publication, N.Y., 1962, pp.1-2.

Early education programs offer opportunities for emotional and social growth to all children. Where home environments reinforce the school environment, the teacher's job may be to supplement what parents are doing. Where homes are disorganized, punitive, threatening, overprotective, inhibitory or uncertain, a teacher will try to offer special help both to children and to their parents.

IV. Early education programs offer an opportunity for parents and teachers to work together as a developmental team.

An essential goal of early education programs should be to channel parents' interest and concern for their young children into educated participation in fostering positive development. Sensitive teachers build a two-way relationship with parents. Teachers learn from parents about a child's home environment and what a parent's hopes are for the child in school.

In return, information flows to parents from well trained teachers about general principles of child development, things parents can do at home to foster positive development, and specific developmental activities to meet the needs of particular children. Through such interchange, parents come to realize that they are important teachers in their young children's lives and that they can do much at home to help their children develop into competent individuals.

Although contacts with parents have always been a part of good nursery school programs, the possibilities for parent involvement have barely been tapped. The current emphasis on early education programs for disadvantaged children has sparked interest in teaching parents, as well as children, so that home and school environments become more closely related.

Parent involvement activities are being developed as offshoots of many early education programs. Few results have been evaluated or published. Two early reports suggest that parent involvement will prove vital.

> Parent participation was vital to the program (of early admissions to the Baltimore Public Schools). Contact with parents was maintained from the time of the child's registration. Home visits were made by the teacher to gather firsthand knowledge of the child so as to ease his adjustment to school. Efforts were made to acquaint the parents

with the program through group meetings, individual conferences, and observations of their children in the classroom. Workshops were also conducted to discuss with parents specific ways in which they could supplement the school program — for example, through reading stories at home.[15]

The Institute for Juvenile Research in Chicago sees promising results from a recently initiated program to involve parents of disadvantaged children not only in the physical aspects of their child's development but in the total education. Parents of children in a settlement house early education program are interviewed concerning their own educational goals for their children. Then they are helped by a social worker to work with the child to reach those goals through a specific series of concrete activities. Game type materials are adapted or invented to help the parent teach the child. Too early for conclusions, the Institute is finding that parents are responsive, interested, involved, and that younger and older siblings are benefiting from the program as well as the child for whom it is designed.[16]

V. Early education programs foster the development of a positive self-concept.

This expected outcome of an early education program is central to all other areas of development. It is the unifying core of the apple.

A positive or negative self-concept, low or high self-esteem, great or little self respect, a strong or weak dose of self-confidence — there are any number of names for the feelings that an individual has about his *self*. This evaluation of oneself is at once a product of past social, emotional, intellectual and physical development and a strong influence on future development in all these areas. *It is what a child thinks he is that determines much of his behavior.*

One child development expert states the role of education in building self-concept in these words:

A young child's view of himself has a profound and

15. Information gathered by telephone interview.
16. Scheinfeld, Daniel, et al., "Interim Report, Henry Horner Family Project", Institute for Juvenile Research, Chicago, 1968.

pervasive effect on how he functions during his elementary and later school years. The school must give him many opportunities to build on his strengths and taste frequently the sweetness and encouragement of success in privately significant and socially important events. There is need for a program that builds . . . on those reality based strengths that permit a child to cope with his life's demands.

In the early school years a child may learn to be self-confident, to strengthen inner controls and disciplines, and to see in the mirror of other children and adults that he is a worthy human being. A child may also learn instead that he is a failure; that somehow his family is wrong; that he cannot understand his home dialect; that he is not worthy of respect or of being cared for.[17]

A prime goal for teachers in an early education program must be to strengthen the self-concept of every child in her class. By observing a child, a sensitive teacher senses where he feels weak and strong and plans activities for him where he will meet with success. Self esteem grows as a child sees himself learning and sees approval in the eyes of adults and other children.

Many Head Start teachers found, to their surprise, that some children from seriously impoverished backgrounds did not seem to know their own names when they first came to school. They had been called "boy" or "girl", "junior", "brother" or "you." Use of proper names has thus become an important self-building tool in Head Start, for the children, the teacher, and for other adults present, so that each individual became a person, proud of his identity, instead of an anonymous, shadowy form.

Similarly, Head Start teachers discovered that many of their young pupils did not know how they looked. They had never viewed their own image in a mirror nor seen a picture of themselves. Efforts have grown in Head Start to give each child an understanding that he is *somebody*. Mirrors, photos, dramatic role playing, conversation about the children and what they want to be have all contributed.

Research data on Head Start does not measure the self-esteem growing in a child who, for the first time, has had the experience of

17. Mukerji, Rose, "Roots in Early Childhood for Continuous Learning," *Childhood Education*, Sept., 1965.

someone asking him what *he* thinks about something, of someone listening to what *he* says, of someone telling him that *his being* in the world makes a difference. Those who work with the children, during and after Head Start programs, know that it is a valuable positive outcome of the program.

Research strongly suggests that these expected outcomes are realistic where early education programs are well planned, well staffed and well administered.

2 | Early Education Programs For Washington, D.C.

Twelve thousand Washington, D.C. four-year olds will be ready for early education programs in the fall of 1968. Without even considering another twelve thousand three-year olds recommended for early education by the Passow report, planning for four-year-old programs presents a healthy challenge.

Two developments took place in the summer of 1968 which should speed implementation of quality early education programs in the District of Columbia. On July 30th, 1968, the Board of Education adopted the Superintendent's recommendation that children be grouped according to age into three units: early childhood (four to eight and selected three-year-olds); middle school (nine through thirteen); and upper school (fourteen through eighteen). (See Appendix C.) In addition, the school system plans to open thirty-five or more four-year-old classrooms during the fall of 1968, using demountable classroom facilities.

Major areas that must be considered in getting a program underway for all the city's four-year olds are: 1) Staff development 2) Acquisition of physical facilities 3) Curriculum development 4) Planning for supportive services 5) Planning a parent involvement program and 6) Coordinating new public programs with presently existing programs for young children. Reserving separate chapters for staff development and coordination of present programs with new ones, the other major areas are considered here.

PHYSICAL FACILITIES

Assuming a half day early education program, at least four hundred classrooms will be required to educate twelve thousand four-year-olds, six thousand each, in the morning and afternoon. The optimum facilities for these classrooms, minimum government requirements, and suggested minimum requirements for Head Start programs are listed in Appendix B.

One of the earliest challenges facing initial planners will be the determined search for spacious, cheerful, safe and sanitary facilities for early education programs in each school district. By making flexible use of churches, mobile units, recreation centers, settlement houses, public housing accommodations and store fronts with adjacent parking lots, facilities can be obtained by the school system to serve until school buildings themselves can incorporate the programs.

CURRICULUM DEVELOPMENT

"Curriculum" here refers to all the learning activities planned in an early education program to bring about the desired outcomes discussed in Chapter one of this booklet: physical health and coordination, intellectual competence, healthy social and emotional development, strong self-esteem and involvement of a child's parents in fostering his development. The general ground rules for a good program in each of these areas are discussed in Chapter One.

In suggesting policy guidelines for an early education program specifically geared to Washington's needs, D.C. Citizens for Better Public Education urges planners to adopt these basic ideas:

- Let the watchwords of curriculum planning for Washington's early education programs be *imagination, flexibility and the willingness to experiment!*
- A good early education program meets the needs of the *particular* group of children it serves. Learning activities planned for individual programs within the total system should differ from each other to whatever degree necessary to meet the needs of any individual group.
- With the same basic developmental outcomes in mind for all children, the techniques required to effect those outcomes may be radically different. D.C. planners should study curricula of a

wide variety of traditional, semi-traditional and innovative programs to discover the best techniques to use in various early education programs. (See Appendix A)

- Teachers and Assisting Teachers must be programmed to teach *either* morning *or* afternoon, using one half of each day for continuing education and in-service training, parent involvement activities, planning for the class and for individual children.
- Programs in different school neighborhoods should be planned with parents of the young children in that neighborhood. Involving parents from the beginning will begin the process of cooperative school-home planning.

PLANNING FOR SUPPORTIVE SERVICES

Washington's early education programs must meet the basic needs of children for optimum health and physical development by providing adequate and appropriate health and welfare services, including:

1. *A comprehensive medical examination,* once a year, with appropriate immunizations and necessary follow-up care administered by a pediatrician or physician with special interest and competence in child health.
2. *Provision for hot breakfast, protein snacks, hot lunches and hot early dinners for children who are not receiving adequate nourishment at home.* In some early education programs this will require extra staff, perhaps a Community Aide chosen from the parent body or neighborhood. (See Staff Development.)
3. *A dental examination program,* administered by a qualified dentist, which is designed to identify children in need of dental care, refer them to appropriate clinics or private dentists, and develop a program for dental health education.
4. *Social services,* where necessary to assist with problems at home which threaten a child's well being.
5. *Community Aides,* paid and volunteer, to assist parents in following through on medical, dental and psychological treatment. Again, these Aides may be chosen from the parent body or neighborhood.
6. *Cumulative record* of child's health, physical development, be-

havior and learning patterns.

7. *Speech, hearing, and vision evaluations,* conducted by specialists, with referral and followup services where indicated.
8. *Daily health checks* by the teacher or assisting teacher.
9. *Psychological services,* by qualified psychologists, available for diagnostic evaluation of individual children, consultations with teachers and parents, and referrals to appropriate agencies for treatment.

PLANNING A PARENT INVOLVEMENT PROGRAM

Involvement of parents in Washington's Early Education programs must be a requirement — not an appendix — of every program. Teachers and parents should see their association as a sharing operation.

- *Parent involvement activities should be designed with these purposes in mind:*

  To establish honest communication channels between home and school when the child first attends school.

  To build on parents' interest in their child's development and help them foster positive development at home.

  To enrich the school experience for the child through parent-teacher contact which will afford an opportunity for the school to understand the background and aspirations of the child's home.

- *Productive basic activities might include:*

  Initial contacts with parents on a one-to-one basis to welcome them, acquaint them with the school's program, collect data, discover what the parents expect and hope for in the early education program, and plan for further parent involvement.

  Specific opportunities for parents to assist in the program, as paid aides or volunteers, using their talents as musicians, artists, carpenters, dramatists, storytellers or field trip assistants.

  Concrete activities for parents to teach their children at home (See report of Institute for Juvenile Research Program, Chapter One, p.15.)

Parent meetings, based on fostering positive development and on what parents want to talk about with the teacher or appropriate outside consultants.

Assistance to parents who wish to enroll in academic or vocational training courses, provided by the community, in such areas as summer education, typing, speech, secretarial skills, high school equivalency and teacher training.

An in-service training course on educational TV, providing related materials and reading lists, for general information of parents or for credit towards Community Aide certification.

3 | Staff Development

Planners of Washington's early education program must give a lion's share of their time to considerations of staff development. Teachers engaged in education of young children require specific knowledge and techniques concerning learning and development in the very early years.

The discouraging statistical fact of America's crucial teacher shortage need not cause early education program planners to despair. Rather, the lack of personnel trained to teach three- and four-year olds should invite bold, flexible and imaginative staff development arrangements to meet the city's needs. There are many possibilities.

The plans for staff organization and development presented in this booklet are offered as guidelines to planners of the District's early education program. Recommendations are based on the assumptions that good teaching is a *necessity* if the District of Columbia is to realize benefits from early education, and that most of our early education program personnel will require supplementary training to become competent teachers. The ideas presented here have grown out of programs operating in other cities, discussions with responsible professionals in Washington, and many hours of thoughtful meetings by the D.C. Citizens Staff Development subcommittee.

DESCRIPTION OF STAFF NECESSARY FOR AN EARLY EDUCATION PROGRAM IN D.C.

Director: The Director must be the first person hired and should have delegated authority, through rank, to be the overall planner for Washington's early education program. The Director must have the ability to:

- Define the goals for the early education program.
- Initiate and plan the early education program with the administration, school personnel, parents and community.
- Coordinate the early education program with the kindergarten and first grade programs to form a unified sequence.

- Hire all personnel for the early education program.
- Administer the early education program.
- Direct a program of in-service training for people with varying levels of training and experience, plan continuing education programs with appropriate institutions, and use expertise of consultants associated with child development programs in the Washington area.

The qualifications for Director include at least a Master's Degree in Early Childhood Education and substantial experience in teaching and administration. Experience in teacher training will be of particular value.

Coordinators: Coordinators provide the vital direct link between the Director and the classrooms to which each Coordinator will be assigned. It is this person's function to take charge of these classrooms and to bring about first rate early education programs in each of them by working cooperatively with each teaching team to analyze and improve the total classroom situation. Coordinators, administering their assigned classrooms as a unit, relay useful ideas from one classroom to another or plan efficient shifts of limited resource materials among the classes.

Coordinators, committed to the idea that progress comes by people working together, act as the link between early education programs and the principals in their assigned schools to insure that the early education program becomes an integrated part of the school even where it may exist in a separate physical facility. This function will be essential to success of the new early childhood units for four to eight year olds, to which the D.C. Board of Education is now committed. It is recommended strongly that each coordinator be assigned no more than eight classrooms.

Qualifications for Coordinators must include several years of successful teaching in an early childhood education program and either a Master's degree or a definite plan for obtaining one.

Teachers and Assisting Teachers: Ideally, every teacher in an early education classroom has a Bachelor's degree in child development or early childhood education, with practice teaching experience. Such backgrounds would help insure that the following basic teacher qualifications would be met:

- Teachers must enjoy working with young children and have personal qualities of warmth, patience, understanding and humor.

- Teachers must understand principles of child development and how to foster positive growth.
- Teachers must be skilled in planning the curriculum and classroom management.
- Teachers must be able to work well with an Assisting teacher, other supporting staff and the Coordinator.
- Teachers must be able to work effectively with parents, individually and in groups.

It seems woefully safe to predict that of the eight hundred teachers needed to serve the twelve thousand four-year olds in the program projected immediately by the Passow study, only a few will be available with ready-made qualifications. Most applicants, having some of the qualifications, will need supplementary education or training to become quality teachers of young children.

Fortunately, the history of early childhood education shows that a good program can be evolved with well-trained people in some key positions, a dynamic, continuing in-service training program, and adequate supervision. In the District of Columbia this will mean that with an excellent Director, professionally trained Coordinators and a core of qualified teachers to begin the program, the remaining staff can be developed gradually.

Candidates suitable for classroom jobs, with implied supplementary training, might include:

- A person certified to teach elementary school who is willing to take the further training needed to teach younger children.
- A person with a Bachelor's degree in psychology that included Child Development courses.
- A person with a Bachelor's degree in liberal arts and a Montessori teaching certificate.
- A person with a Bachelor's degree in liberal arts who is willing to take an intensive pre-teaching training course including child development, curriculum content, classroom management, parent and community relationships and practice teaching.
- A person who has completed a two year Associate of Arts degree in Child Study from a junior college and is in process towards a Bachelor's degree.

- A person who was forced to leave college without completing a Bachelor's degree but who wishes to combine teaching and a continuing education program leading to a Bachelor's degree.
- A Recreation Department pre-school administrator who is willing to supplement past experience with further training.
- A person who is without college training and, perhaps, without a high school diploma who has had significant experience working with young children. Such candidates would be encouraged to complete high school equivalency and begin taking a supplementary course leading to an Associate of Arts degree.

Such flexible hiring policies place serious responsibilities on the Director and Coordinators who will decide which candidates are ready to assume the role of Teacher and which should be Assisting Teachers. Success of the program will depend on these initial assessments, careful planning for each candidate's supplementary education, and skillful matching of Teacher/Assisting Teacher teams.

Community Aides: Early education programs in some D. C. neighborhoods will require different kinds of personnel in addition to Teacher and Assisting Teacher. In neighborhoods where communication between home and school is traditionally strong, the two teachers will probably need no extra help for their program. Where teachers want to build dramatically new ties between parents and school, however, where they want to involve parents intensively in children's development, where the supportive services for the children cannot be carried out without extra hands, or where extra personnel such as a cook is needed, additional staff will be required.

Qualifications for Community Aides have been developed in many cities, including various programs in Washington, D.C. where aides are currently used. The Philadelphia Board of Education states these guidelines in connection with its successful Great Cities School Improvement Project where improvement of school-community relations was the major goal:

> The project director asked each school principal to recommend local residents who could function as liaison personnel between the school and the community. No formal education requirements were established. The crucial criteria for selection were the candidate's maturity,

ability to relate to school personnel and to area residents, and the possession of some recognized status in the community.[22]

Aides, like Teachers and Assisting Teachers, will need well planned training programs which offer opportunity for advancement towards higher levels of professional competence in such areas as social work or community organization.

CONTINUING EDUCATION, IN-SERVICE TRAINING, CAREER DEVELOPMENT

Implicit in these descriptions of personnel required to staff Washington's early education program is a comprehensive supplementary program of continuing education and in-service training for Aides, Assisting Teachers, Teachers, Coordinators *and* the program Director. Without such training, quality early education programs cannot be developed. This recommendation for extensive supplementary teacher training also reinforces the strong Passow Report recommendation that 15-20% of a teacher's time be freed for in-service training.

Continuing Education: This classification of advancement usually refers to degree or certificate earning courses offered by an accredited institution, independently or in cooperation with a school system.

The new Federal City College has already announced tentative plans for courses and programs appropriate to the needs of early education personnel. The college, which will be almost tuition free to Washington residents, is developing plans to offer both a four-year Bachelor of Arts degree and a two-year Associate of Arts degree. This Associate's degree will be oriented towards professional training for jobs in education or community work and will have work-study provisions built into it. The new Federal City College will also have a facility where young children of students can be cared for while their parents attend classes, a natural laboratory for early education trainees. There is a firm foundation on which planners of Washington's continuing early education program will be able to build in cooperation with the Federal City College.

It should also be noted that other area colleges are taking an

22. Projections developed from salary scales in Public Schools of the D.C.

increasing interest in cooperating with the Washington community to improve neighborhoods and schools. Education departments at Georgetown University, D.C. Teachers College, George Washington University, Catholic University, The American University, Howard University, University of Maryland and Trinity College can all be approached to help build supplementary education programs to various degrees or certificates.

Early education personnel may be enrolled independently in a graduate or undergraduate program, or at the request of the early education program Director who recommends a particular course. For example, an Assisting Teacher may be enrolled in the Associate Arts in Education program and be doing her practice teaching in the early education classrooms of the D.C. schools.

A teacher may be someone who has earned an Associate's degree in Education and is working towards a Bachelor's degree under the cooperative supervision of both the Federal City College and the Director who employed her. Cooperation between the school system and the colleges will need to be strong and well organized.

In-Service Training: In service training courses may be given within the school system by staff or consultants called in for the purpose, or at one of the colleges in the area. Such courses are planned to improve the performance of the staff and do not usually offer credit towards a degree or certificate.

The key to productive in-service training is to relate courses directly to functions performed by the staff. In arranging in-service courses during any particular year, planners will need to ask:

- What are the overall and specific objectives of the program?
- What functions are necessary in order to accomplish these objectives?
- Which staff members will carry out which functions?
- What skills and skill proficiency for carrying out these functions does the staff currently have?
- What skills and skill proficiencies are needed by which staff member?
- How extensive and costly are training programs for different functions?

Under the suggested D.C. hierarchy of Director, Coordinators,

Teachers, Assisting Teachers and Community Aides, the Coordinators would take major responsibility for assessing functional strengths and weaknesses of individual staff members in the classrooms. The Director, working with the Coordinators, would then set up training programs to meet current needs.

Content of In-Service Training Courses in Early Education: Experienced professionals in the early childhood education field recommend the following topics for in-service training or credit earning courses in D.C.'s early education program:

Observation techniques and ways of writing records, reports and analyses.

Behavior of young children: Acceptable and unacceptable.

Techniques for handling problem behavior and reinforcing positive behavior.

Parent conferences and meetings.

Techniques for making parents into better teachers.

Techniques for making parents feel welcome at school.

Review of current books and research.

Techniques for improving children's skills in specific areas of development: e.g., language, conceptual, perceptual, physical, social.

New ideas with art, music, literature, dramatics and creative movement.

Techniques for using the culture of the disadvantaged family positively.

Identification of special developmental strengths and weaknesses likely to be associated with different socioeconomic groups of children.

Awareness by teachers of the impact of their own personalities on the learner and other adults.

Group routines and the planning and management of the daily program.

Environmental design of the classroom.

Field trips: preparation and follow-up.

Specific training *techniques* have proved particularly successful in Early Education programs include:

Simulated situations: participating staff acts out and deals with typical situations in classroom, administrative or supervisory settings.

Micro-teaching; participant plans and teaches a "mini-lesson" which is video taped to allow her to see herself in the act of teaching or supervising.

Tape recording: actual classroom session is taped to allow participant to study herself as a teacher.

Field trips: participants see other programs first hand or become acquainted with neighborhoods in which their children live.

Case conferences: participants study an individual child in depth and plan a developmental program for him.

Seminars: small groups of participants discuss problems and solutions.

Films: participants view and discuss films selected for particular value.

Demonstrations: participants observe specific material or methods used by successful experts.

Practice: participants practice the use of particular materials or methods.

Sensitivity "training": through special techniques, usually group interaction, participants are helped to see and understand themselves as they relate to their children, and to perceive more clearly situations that arise in teaching.

Staff meetings: participants meet regularly to discuss problems and become familiar with organization of a total system.

Selected readings: participants read and meet to discuss selected research reports, books or articles of special value.

Consultants: outside experts in child development observe the classroom and then meet with staff to discuss observations and recommendations.

Workshops: participants attend a short term intensive program for a specific purpose such as learning a needed skill or updating techniques for teaching specific skills to children.

Career Development Ladder

The Staff Development Program should be planned as a continuous experience, structured so that all staff members — from the first year Assisting Teacher to the Director — have built-in oppor-

tunities for personal and professional development through a co-ordinated program of in-service training and college education. Community Aides, whose urban service training may be in social work, psychology or health services, should be offered the same kind of continuous improvement opportunities. The diagram below suggests a workable structure for a D.C. career development program:

CAREER DEVELOPMENT LADDER
FOR EARLY EDUCATION PROGRAM PERSONNEL

(Prepared with consultants to the Federal City College)

EDUCATION PROGRAM	URBAN SERVICE PROGRAM
Teachers, Coordinators, Assisting Teachers	Community Aides
PROFESSIONAL	
M.A. Degree in Early Childhood Education LEVEL FIVE — Teachers and Coordinators	*M.A. Degree*
B.A. Degree with Certification LEVEL FOUR, LEVEL THREE — Teachers and Assisting Teachers	*B.A. Degree with Certification*
PRE-PROFESSIONAL	
A.A. Degree in Education LEVEL TWO, LEVEL ONE — Assisting Teachers Work-Study Program	*A.A. Degree in Urban Service*
College extension courses for in-service training, OEO director, coordinators, teachers, assisting teachers and community aides.	

4 The Future: Building On the Foundation of Present D.C. Programs for Young Children

COOPERATION LEADS TO COORDINATION

This chapter reports the joint recommendations of a dozen men and women who are currently operating major D.C. programs for three- and four-year olds or are responsible for planning future programs.

This group, gathered under the auspices of D.C. Citizens for Better Public Education to discuss ways in which they could coordinate their activities, included: the Supervising Director of Elementary Schools, who has been responsible for developing plans for a pre-kindergarten program in the D.C. school system; the Director of the D.C. Recreation Department's Pre-school program; the Director of the Child Day Care Association, Inc.; the Director of pre-schools for the Model School Division of the D.C. schools; the Director of Capital Head Start; the Child Care Standards worker of the D.C. Health Department, who is responsible for licensing pre-school programs; the psychological consultant to the D.C. Recreation Department, Division of Neighborhood Centers; the Social Worker for Capital Head Start; and two representatives of D.C. Citizens for Better Public Education.

There was general agreement among the gathered officials that services offered by their individual programs would continue to be needed by the community during the time the school's early educa-

tion program is getting underway and, for some, after the school program is fully operative.

Officials agreed that, although their programs differ in emphasis, each is trying to provide environments that foster optimum development in young children. Day Care programs for children of working parents, Recreation Department playgroups, Head Start programs, Model School Pre-schools and public school pre-kindergarten programs in the beginning planning stages are all trying to meet developmental needs of the same age group. In working towards similar goals the groups found they shared common problems relating to physical facilities, staff development, curriculum development, parent participation programs and supportive services.

Program leaders estimated that there are four thousand spaces for three- and four-year olds in D.C. public and private programs operating at present. Twenty-three hundred spaces exist in the Recreation Department's cooperative playschool program. Five hundred children are cared for in programs run by National Capital Area Child Day Care Association, Inc. Three hundred sixty children attend year round Capital Head Start centers. Four hundred children attend pre-kindergarten classes offered by the Model Schools Division of the D.C. Public Schools. The remainder of the four thousand spaces exist in a wide range of private programs operated by independent schools, churches, settlement houses, organizations and individuals.

RECOMMENDATIONS OF THE GROUP

This group of officials responsible for running and planning existing Early Public Education programs determined to continue cooperative discussion and activity by forming a permanent Coordinating Committee to bring about high quality early education programs for all the children in the District of Columbia. The group plans to add several members and to work towards recognition by the city as an official Coordinating Committee for Early Education Programs in the District of Columbia.

The Committee plans to pursue the following goals:

1. Survey the District of Columbia to determine where its three- and four-year olds live, what kind of programs are needed in a given area and what programs presently exist or are anticipated in each area. Part of this survey is already underway by the Public Schools and will be available to the Coordinating Committee.

Cost estimates presented below cover physical facilities, equipment and furniture, teaching personnel, educational materials and food. Figures are not estimated for some supporting personnel such as physicians and dentists. Costs of individual programs will vary from each other in some of the following ways:

- Availability of physical facilities or need for new facilities.
- Need for more or less supportive personnel.
- Need for supplementary meals.
- Need for more or less training of staff
- Need for special innovative equipment
- Experience and salary level of teaching personnel

D.C. Citizens for Better Public Education urges the Washington community — school officials, city officials, organizations, parents and concerned citizens — to fight for an excellent early education program. Building from scratch, the District of Columbia has an opportunity to build with power and strength. With no existing structure to modify painfully, no excuse exists for mediocrity.

Early education programs can be developed gradually, in groups of fifty or one hundred classrooms, beginning where they seem most needed. Eventually, they can fan out into the wider Washington school complex. Different techniques can be tried and evaluated with different groups of children. Research data pouring out of other cities can be absorbed. In-service training programs can be thoughtfully established. Primary teachers can begin to determine how great an effect early education has had on children and can delineate strengths and weakness of early training to help modify the early education program.

Built as the first sequence and strong foundation of a carefully articulated Early Childhood Unit that extends through third grade, the early education program will strengthen the entire school program. Graduates of quality early education programs, caught during the years of most rapid growth in physical and mental characteristics, and of greatest susceptibility to environmental influence, will move into the school system stronger in body and better prepared for academic demands both in attitude and achievement. Parents of young children who have been involved in excellent Early Education programs will have learned better how to foster their children's positive growth and development, and how to become involved constructively in their children's educational lives.

tion program is getting underway and, for some, after the school program is fully operative.

Officials agreed that, although their programs differ in emphasis, each is trying to provide environments that foster optimum development in young children. Day Care programs for children of working parents, Recreation Department playgroups, Head Start programs, Model School Pre-schools and public school pre-kindergarten programs in the beginning planning stages are all trying to meet developmental needs of the same age group. In working towards similar goals the groups found they shared common problems relating to physical facilities, staff development, curriculum development, parent participation programs and supportive services.

Program leaders estimated that there are four thousand spaces for three- and four-year olds in D.C. public and private programs operating at present. Twenty-three hundred spaces exist in the Recreation Department's cooperative playschool program. Five hundred children are cared for in programs run by National Capital Area Child Day Care Association, Inc. Three hundred sixty children attend year round Capital Head Start centers. Four hundred children attend pre-kindergarten classes offered by the Model Schools Division of the D.C. Public Schools. The remainder of the four thousand spaces exist in a wide range of private programs operated by independent schools, churches, settlement houses, organizations and individuals.

RECOMMENDATIONS OF THE GROUP

This group of officials responsible for running and planning existing Early Public Education programs determined to continue cooperative discussion and activity by forming a permanent Coordinating Committee to bring about high quality early education programs for all the children in the District of Columbia. The group plans to add several members and to work towards recognition by the city as an official Coordinating Committee for Early Education Programs in the District of Columbia.

The Committee plans to pursue the following goals:

1. Survey the District of Columbia to determine where its three- and four-year olds live, what kind of programs are needed in a given area and what programs presently exist or are anticipated in each area. Part of this survey is already underway by the Public Schools and will be available to the Coordinating Committee.

2. Utilize the combined resources of the members of the Coordinating Committee to meet program needs in a particular area.

3. Work with the representative of the school system towards implementation of the Passow Report recommendation for a public school Early Education program for all D.C. four-year olds and some three-year olds.

4. Work together to determine standards for teachers, assistants and aides working with children in the various programs.

5. Work together to design training programs needed for personnel in the various programs. Arrange for Federal City College, or D.C. School System programs for developing Early Education personnel, to offer training opportunities to personnel from all member groups of the Coordinating Committee.

5 | Costs and Conclusions

The cost of Washington's early education programs will be determined by the quality of the programs established. An excellent program for three- and four-year olds will limit class size to fifteen; will demand quality staff; will require teachers to teach only half a day and devote the other half day to inservice training, continuing education and parent participation activities. An excellent program will provide needed supportive services for the children and will be woven carefully into the total Early Childhood Unit which will carry them to age eight.

An excellent program will have an able full time director and coordinating supervisors who will work with groups of classes to effect first rate education and to integrate the early education programs into the elementary school. An excellent program will be imaginative, innovating and inspiring — and will cost more than a mediocre program.

Cost estimates presented below cover physical facilities, equipment and furniture, teaching personnel, educational materials and food. Figures are not estimated for some supporting personnel such as physicians and dentists. Costs of individual programs will vary from each other in some of the following ways:

- Availability of physical facilities or need for new facilities.
- Need for more or less supportive personnel.
- Need for supplementary meals.
- Need for more or less training of staff
- Need for special innovative equipment
- Experience and salary level of teaching personnel

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SOME ESTIMATED COSTS OF AN EARLY EDUCATION PROGRAM FOR THE DISTRICT OF COLUMBIA

Estimates are based on the following assumptions:
Total four year old population: 12,000
Classroom size: 15 children per unit
Children attend either a morning or afternoon session
Morning and afternoon sessions taught in same facilities
Teachers teach either in morning or in afternoon, with remainder of time for parent participation activity and continuing education.

ESTIMATED NEEDS	ANNUAL COST PER UNIT OF 15 CHILDREN	COST FOR 12,000 CHILDREN (800 Units)
PHYSICAL FACILITIES		
New architecture [18]	$31,625.00	$25,300,000
Demountable classrooms [19]	13,500.00	10,800,000
Renter facilities [20] (church basement, etc.)	1,000.00	800,000
EQUIPMENT AND FURNITURE [21]	1,350.00	1,080,000
PERSONNEL [22]		
Director	18.00	14,400
Supportive Services Director	12.50	10,000
Coordinators (100 @ $8000, or 1 per 8 units)	1,000.00	800,000
Teachers (800 @ $7,000)	7,000.00	5,600,000
Assisting Teachers (800 @ $4,500)	4,500.00	3,600,000
Aides (400 @ $3,900)	3,900.00	1,560,000
SUPPLIES, BOOKS, EDUCATIONAL [23]		
MATERIALS, SPECIAL EQUIPMENT, etc.	600.00	480,000
HOT MEALS & SNACKS [24]	1,387.00	1,112,000
SUPPORTIVE SERVICES [25]		
Social workers (150 @ $7,700)	1,443.75	1,155,000

Psychologists, pediatricians, nurses, dentists, and speech and hearing specialists to be assembled in teams serving one or more schools. Costs to be shared by Health and Welfare department.

18. Estimate based on cost of four new preschool rooms recently added to a presently existing school in the D.C. Cost: $253,000. Figures from the Office of Building and Grounds, Public Schools of the D.C.
19. Estimate based on cost of seventy-five demountable classrooms which will be used for pre-kindergarten programs in the D.C. Public Schools Autumn, 1968. Cost: $2,025,000. Figures from Dept. of Buildings and Grounds, Public Schools of the D.C.
20. Estimate based on Office of Buildings and Grounds figure of around $200 per month.
21. Estimate is a midway figure between equipment costs of new classrooms and demountables as described in 1 and 2 above.
22. Projections developed from salary scales in Public Schools of the D.C.
23. Estimate based on planned costs for seventy-five demountable pre-kindergarten classrooms due to open in Fall, 1968, in Public Schools of the D.C. Figures from Office of Budget and Legislation, Public Schools of the D.C.
24. Estimate based on $.40 per hot lunch figure, plus $.10 per child per day for snacks. Lunch figure from Office of Budget and Legislation, Public Schools of the D.C.
25. Estimate for social workers based on budget of Capital Head Start budget, 1967-68.

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Appendix A

Descriptions of Some Innovative Early Education Programs As Described by U. S. Office of Education Information Sheets.

1) *THE APPROACH USED AT THE NEW NURSERY SCHOOL* by Drs. Glen Nimnicht and John Meier

The approach of the New Nursery School is essentially eclectic and is indebted to the work of Maria Montessori, Martin Deutsch, and Omar K. Moore.

The *basic objectives* of this approach are: 1) to improve the child's use of his senses and his perceptions 2) to enhance the child's understanding and use of language 3) to develop the child's conceptual ability 4) to help the child form a positive self-image.

The *basic means* of accomplishing these objectives is through the utilization of responsive environment*. The teacher and her assistants encourage the child to participate in free-play and free-exploration. The activities are "autotelic," i.e. "the child does something for its own sake rather than for the sake of obtaining rewards or avoiding punishments that have no inherent connection with the activity itself." The autotelic responsive environment places emphasis on learning rather than teaching. The child is permitted to pursue an activity as long as he prefers and is allowed to move on to another activity as often as he chooses.

The school day lasts for three hours, most of which is spent in self-directed activities such as painting, working with puzzles, looking at books, dressing up, building with blocks, etc. (Many of these toys and puzzles are modeled after those used by Maria Montessori). Approximately fifteen minutes a day is spent in group activities such as singing, listening to a story, or participating in a planned lesson. The child does not have to take part in these activities if he does not want.

Once a day for a period of up to twenty minutes, the child is

* Moore's definition of the responsive environment is as follows:
(1) it permits the learner to explore freely
(2) it informs the learner immediately about the consequences of his actions
(3) it is self-pacing with events happening at a rate determined by the learner
(4) it permits the learner to make full use of his capacity for discovering relations of various kinds and
(5) its structure is such that the learner is likely to make a series of inter-connected discoveries about the physical, cultural, or social world.

given the opportunity by a booth assistant to play with the electric typewriter.* (As with every other activity, the child need not accept.) The assistant paints the child's finger nails to match the colors of the typewriter keys before going into the booth. If and when the child discovers the relationship between the colors on his fingers and those on the typewriter keys, he will have a rudimentary skill in the touch system. In the beginning the child is allowed to play with the keys, and ask questions of the assistant. The second phase, consists of the assistant giving directions to the child as to which keys to press. From this the child begins typing words and then to dictating stories on a tape recorder and transcribing them.

The basic purpose of this procedure is not to teach these children to read but, as Dr. Nimnicht writes, for him to discover "such relationships as the association of sounds with symbols and the discovery of the rules for a new game as we move from one phase to another."

The purpose of the self-directed activities is to develop a sense of form, size, and color through the manipulation of the various toys and puzzles available to the children.

Bilingualism is encouraged where it exists; however, care is taken that the teachers employ proper English. No attempts are made to admonish the child when he uses the language of the home. The ideal conversation is one which is initiated by the child rather than the teacher.

A telephone is available in the classroom and serves to develop the child's descriptive language ability. A number of costumes are available for dress up activities. A combination of these two activities would have the child describe to the teacher how he looks in his costume. This activity also enhances the child's self-image.

A picture of the child is placed in his carrel. This adds to his developing a positive self-image.

The Language Master (a two-channel tape recorder developed by Bell and Howell utilizing an IBM card) is used by having the child record his name which he can play back as often as he wants. His name can be printed on the card thereby allowing him to see his name as well as hear it spoken by himself. This serves several purposes among which are enhancement of self-image and develop-

* A special non-automated version of O.K. Moore's original apparatus.

ment of the ability to associate sounds and symbols.

A group activity is usually a planned lesson designed to illustrate a concept.

Each of the activities of the responsive environment approach is multipurpose and is constantly evaluated to ascertain its effectiveness in achieving the objectives of the program.

For further information, write to Mr. John Meier or Mr. Brudenell, The New Nursery School, 1203 Fourth Street, Greeley, Colorado.

2) *THE ACADEMICALLY-ORIENTED PRESCHOOL APPROACH* by Carl Berieter and Siegfried Engelman

This approach is based on two premises: 1) More enrichment of experience is not sufficient to enable the culturally deprived child to overcome his backwardness in skills necessary for later academic success. Training in the formal, structural aspects of language would have more value in the improvement of academic aptitude for culturally deprived children than would training directed toward "getting along" linguistically. (Dr. Bereiter divides language development into two categories: 1) those aspects which serve purposes of social communication e.g. lexical terms — nouns, verbs, and modifiers — and idiomatic expressions. 2) those which are more directly involved in logical thinking, i.e. the manipulation of statement patterns according to grammatical and syntactical rules.)

The curriculum developed from these premises utilizes direct instruction that focuses upon the basic information processes that are necessary for thinking. The three content areas are:

1) basic language training
2) reading
3) arithmetic

The school day lasts for two hours, and runs five days a week. It consists of three twenty-minute sessions devoted to each of the above content areas. The periods are separated by one of the following:

1) one half-hour period for refreshments and singing
2) or a period of relatively unstructured or semistructured play activity

The instructional or study groups of which there are usually three consist of four to five children. For every 15 children there

are three teachers each of whom is assigned a particular subject rather than a particular group of children. The schedule would look something like this:

	Group 1 (5 Children)	Group 2 (5 Children)	Group 3 (5 Children)
Period 1 (10 minutes)	Unstructured Activity		
Period 2 (20 minutes)	Language	Arithmetic	Reading
Period 3 (30 minutes)	Toilet, Juice and Music		
Period 4 (20 minutes)	Arithmetic	Reading	Language
Period 5 (20 minutes)	Semistructured Activity		
Period 6 (20 minutes)	Reading	Language	Arithmetic

Every six weeks or so the daily schedule of each group is rearranged to counteract the lethargy which might result. The best time for this preschool is in the morning, taking advantage of the optimal energy of the child.

In addition to the three teachers, the preschool has a tutor who can spend time in individual instruction with the slower learners.

Some examples of the specific minimum goals or objectives are as follows:

1) ability to use both affirmative and 'not' statements in reply to the question "What is this?" "This is a ball. This is not a book."

2) Ability to handle polar opposites ("if it is not ...., it must be .....") for at least four concept pairs, e.g., big-little, up-down, long-short, fat-skinny.

3) ability to use the following prepositions correctly in statements describing arrangements of objects: on, in, under, over, between. "Where is the pencil?" "The pencil is under the book."

4) ability to name positive and negative instances for at least four classes, such as tools, weapons, pieces of furniture, wild animals, farm animals and vehicles. "Tell me something that is a weapon." "A gun is a weapon." "Tell me something that is not a weapon." "A cow is not a weapon. The child should also be able to apply these class concepts correctly to nouns with which he is familiar, e.g., "Is a crayon a piece of furniture?" "No, a crayon is not a piece of furniture. A crayon is something to write with."

5) ability to perform simple "if-then" deductions. The child is pre-

sented a diagram containing big squares and little squares. All the big squares are red, but the little squares are of various other colors. "If the square is big, what do you know about it?" "It's red".

6) ability to recognize and name the vowels and at least 15 consonants.

7) a sight-reading vocabulary of at least four words in addition to proper names, with evidence that the printed word has the same meaning for them as the corresponding word. "What word is this?" "Cat." "Is this a thing that goes 'Woof-Woof'?" "No, it goes 'Meow'."

The means of achieving these objectives in the academically-oriented preschool approach is through planned activities which focus directly on these objectives.

The teacher follows the following principles in establishing desired classroom behavior:

1. *Reward the child who tries,* regardless of whether or not his performance is correct.
2. *Try to avoid rewarding undesirable behavior.*
3. *Avoid shaming and coaxing.*
4. *Preserve the spirit of the group.* "The teacher should never discipline a child unless she personally observes the offense."
5. *Emphasize the rules of behavior that must be maintained, not the child's adequacy.*
6. *Exploit work motives rather than play motives.*
7. *Provide the child with a realistic definition of success and failure.*

Each teacher trainee usually spends one two-hour session a week observing or teaching the children. A head teacher supervises the classroom and together with the other trainees offers a detailed criticism of the trainee's performance emphasizing what has been done wrong. A curriculum seminar is held for three hours each week in which the logic of the material is stressed.

Further information on the program can be obtained from Dr. Siegfried Engelman at the University of Illinois.

3) *THE PERRY PRESCHOOL PROJECT APPROACH,* by Dr. David P. Weikart

This approach consists of two programs:

1) The school-based morning program
2) The home-based afternoon program

1. The Morning Program offers the child the opportunity to become involved in a set of activities designed to compensate for and prevent further cognitive deficits. The preschool environment consists of basic activities and special equipment present in the traditional nursery school. Two teaching techniques are utilized. They are: Group teaching and Area teaching.

Group teaching consists of a structured 10-20 minute period each morning, with the children being divided into two homogeneous groups determined on the basis of level of cognitive development. The activities of the two groups are programmed separately. The more advanced group participates in fairly long units involving language usage, relatively refined auditory discrimination, complex dramatic play, etc. The less advanced group might initially require time becoming oriented to group activities.

Area teaching takes up to an hour each day, starting as soon as the children arrive at school. The children can select either to participate in one of the four activity centers: the housekeeping area, the block area, the art area, and the pre-academic (quiet) area — or to work with any of the available toys and other equipment. Teachers may be assigned to any of the areas and may present a lesson which is relatively unstructured permitting the child to participate as long as he likes and allowing for flexibility based on the needs of the children.

The housekeeping area places primary emphasis on socialization and cognitive development, particularly the areas of visual perception, other sensory experiences, language, memory and concept development (e.g.: relationship concepts, social studies concepts, math concepts, and science concepts.)

The block area is made up of overlapping activity areas. They are: the large motor skill area, the psycho-motor skill area, the music and rhythm area, and the dramatic play area. Some of the activities can be teacher directed and stimulated, while others are initiated and carried out by the children.

The large motor skills consist of climbing, jumping, hopping, skipping and rolling. These skills have to be developed in children

who have a fear of using the equipment. Mastering these skills develops confidence. In conjunction with these skills, a teacher can develop spatial and mathematical concepts, e.g. climbing *up*, jumping *twice*.

Psycho-motor skills also have to be developed in children who exhibit deficits in balance, laterality and directionality. Balance boards, walking boards, etc. are also utilized.

In order to increase a child's sensitivity to the tempo, beat and quality of music, to develop auditory discrimination of melody and language, to widen the range of responses to music, and to introduce new sounds, the teacher can have the children play rhythm instruments to recorded music, move to music, listen to and learn songs accompanied by a guitar and autoharp.

The basic technique for encouraging the children to participate in dramatic play is to teach them the idea of 'pretending'. The teacher demonstrates role-playing to the class, after which she can assign roles to the children. In the beginning, it is necessary to utilize events centered around the home with which the child is familiar. Field trips then are scheduled with the idea of providing "material" for the children's dramatic enterprises.

The third general area, the art area, presents the child with another opportunity to create. The three goals of this activity area are:

1) To develop a sense of pride and power out of an ability to manipulate and control materials to produce "something"

2) To increase awareness of, and sensitivity to, the range of qualities in the physical world.

3) To give opportunities to apply learning from other areas of the curriculum and to create new learning situations.

The fourth area is the pre-academic area which consists of books, puzzles and games. The following characteristics can be developed through the proper utilization of this area:

1) curiosity
2) ability to comprehend
3) ability to focus or to filter out extraneous stimuli
4) ability to sustain attention or to persevere

Often individualized instruction works best in this area.

In addition to group teaching and area teaching, field trips are arranged in order to expand the experimental background of each child.

2. The Home-Based Afternoon Program has as its purpose the encouragement of maternal involvement in the education of the children, while presenting the home visitor with the opportunity to gain further insight into the deficits the child has and possibly the causes, and to tutor the child on a one-to-one basis.

Two types of afternoon sessions are conducted: cognitive skill training and field trips.

Under cognitive skill training five areas are emphasized: visual training, fine motor-skill training, auditory training, pre-math training and general science.

In all the activities, the mother is encouraged to participate, both to learn the concepts and to learn how to teach the child.

The purpose of the visual training is to help the child develop an ability to handle both representational and abstract materials. More directly the child is given practice in recognizing and labeling items in pictures.

The skills needed in writing are developed through fine motor-skill training. Skill in using scissors, ability to coordinate hands and eyes in pasting, tracing dotted lines with fingers, and using crayons and pencils helps in developing these skills. The materials are left with the mother so that she can help the child.

Auditory training develops the basic skills needed in reading. A portable record player, records, rhythm sticks and drums, are examples of the kinds of equipment which are used.

Activities such as cooking (measuring, mixing, etc.) and table setting are utilized to introduce and develop pre-math skills.

General science is introduced through various other activities in the home including food preparation (making Jell-O) and plant care.

The other activity in the home-training program, the individual field trips, are planned to supplement the conceptual training and to meet the needs of the individual child.

A way in which both parents are encouraged to participate in the education of the young child is through monthly group meet-

2

ings. An intensive "publicity campaign" may be necessary to erase the reluctance of parents to attend and to assure continued participation.

Further information can be obtained directly from Dr. David P. Weikart, Director of Special Education, Ypsilanti Public Schools, 300 West Forest, Ypsilanti, Michigan 48197.

4) *THE APPROACH OF THE DEMONSTRATION AND RESEARCH CENTER FOR EARLY EDUCATION AT GEORGE PEABODY COLLEGE FOR TEACHERS,* by Drs. Susan W. Gray and Rupert A. Klaus.

The major purposes of this preschool program is to provide the preschool disadvantaged child with the necessary tools in achieving competence required for moving into a highly competitive society. The program attempts to develop two variables: attitudes toward achievement and aptitudes for achievement.

The child should develop attitudes that stress active participation in the learning process, including motivation to achieve, persistence and ability to delay gratification. In order to foster the development of these attitudes, it is necessary to utilize reinforcement procedures to promote those behaviors which assure adequate school performance. It is generally more effective to use reward rather than punishment in achieving the desired outcome.

Additional characteristics of the rewards to be used are:

1. Initially, they are nonverbal social reinforcement (hugging, patting, etc.)

2. In addition, they are concrete, e.g., M&M's, cookies, etc. and should be given immediately after the desired behavior is performed.

3. Eventually, the desired rewards are verbal and tokens are given in place of cookies, e.g., stars, etc.

4. The reward is given to a more *specific* act, thereby eliminating the still undesirable aspects of a child's behavior. (In the beginning reinforcement is given for any interaction between the child and his environment, however, later reinforcement is limited to incidences where the child exhibited exploratory behavior to discover new things or new relationship; efforts to achieve, to persist toward a goal, and to put off immediate gratification; and attempts to correct inadequate performance.)

5. As time goes on, the rewards become more delayed,

6. And greater reward is given to academic activities, such as working with books, crayons, paper, etc.

A concerted effort is made to foster the development of achievement attitudes in the children. Games which provide competition and require skill are used.

The children are told and read stories which stress achievement and with which the children can identify. The child is allowed to prepare booklets as concrete evidence of his achievement to take home to his parents.

In order to foster the development of persistence, which is closely related to achievement, the child is presented with tasks which he is capable of performing, and which will keep him interested.

Aptitudes related to achievement are perception, concept development, and language. These are not three mutually exclusive areas; training in one will provide practice in one or possibly both of the others.

Two general approaches are used to develop perception. The first one is to provide the children with the opportunity to make gross discriminations. Beads, pegs, books, pictures and puzzles of different sizes, shapes and colors are used for this purpose.

In the second one, emphasis is placed on enlarging the range of objects and situations which the child can recognize, starting with those objects and events which are familiar to the child in an attempt to build confidence and to get him to notice likenesses and differences in every day objects.

In concept development, emphasis is placed on number concepts, color concepts, and concepts related to aspects of the child's environment. The desired progression in teaching concepts is from the familiar to the unfamiliar.

Language development is fostered at every opportunity. The child is encouraged to use language as much as possible in making himself understood. Direct reinforcement is given whenever a child uses a complete sentence or in any ways performs successfully. The teacher makes every effort to get down to the child's level, both physically and verbally, and to listen attentively in order to understand exactly what the child wants to say.

The classroom is well stocked with puzzles, books, pictures, peg-boards, beads, cubes and blocks, flannel boards, magnifying glasses, records, clay, paints, easels and other equipment found in a well stocked nursery school.

In addition to the classroom activities, a home-visitor program which familiarizes the parents with the education of the children and encourages them to actively participate in it, is used. For instance, the home visitor can teach the parent the most effective way to read a story to the child. Even in working with the parents, constant reinforcement is necessary. A role-playing situation is useful, whereby the home visitor reads to the parent (who is pretending to be the child) and then exchanges roles.

Besides the home visits, newsletters are sent to the parents describing the activities planned for the future, tips on events the parents and children can go to, and something to read to the child.

For more information on program see Before First Grade, *Gray, S., Klaus, R., Miller, J. O., Forrester, B. J., Teachers College Press, New York, 1966.*

5) *THE APPROACH OF MARIA MONTESSORI*

This method, as described by R. Calvert Orem and Genevieve Tarlton Alexander in the book entitled *Twenty-Seven Major Elements in Dr. Maria Montessori's Philosophy and Practice,* is a point of view, an approach, embracing a child at work on self-selected tasks of interest in a prepared environment which features the teacher as programmer and "protectress" of the learning process.

This approach uses graded didactic materials, gymnastics, exercises of practical life, and other individual and social activities designed to achieve such diverse aims as training the senses, enhancing language development, utilizing powers of absorption and concentration, and refining manual skills. Mastery of one's self and the environment is stressed and is brought about through the achievement of self-discipline and habitual competencies.

The teacher must be adept at anticipating the needs of the child. If she is an astute observer and is willing to do so without prejudice, she will be able to provide optimal opportunities for learning for each child. Repetition is a major element of the Montessori approach, and the goal is perfection. The teacher guides the

child to this goal, but she never shows displeasure or disapproval of what the child does incorrectly.

Dr. Montessori believed children are able to grasp tool subjects (the three R's) and languages before age 6. Her concept of sensitive periods stresses the need to offer training in various areas of learning at the earliest possible age. The 'discovery' method is the best form of learning for the child and is evident in the term auto-education, which is often used to describe the Montessori method.

Practice is given to develop the necessary skills and coordination needed in writing, which in turn, offers preliminary training needed for reading. This multi-purpose approach is used whenever possible in the learning situation.

The classroom furniture is proportioned to the child. A number of gymnastic devices are used to develop the child physically. Brooms, scrub boards, as well as numerous other household items, are available to provide the child with practical experiences. Dr. Montessori developed a device consisting of small wooden frames on which are attached pieces of cloth or leather with buttons and buttonholes, hooks and eyes, strings to be tied and untied, etc. to offer practice in skills necessary for dressing oneself. Dressing oneself provides the opportunity to be independent. The equipment is easily maneuvered by children and is safe for them to handle. Dr. Montessori believed that the sense of touch was the most necessary one to be developed in early childhood.

The didactic material used in the classroom has a built-in 'control of error'; i.e. in programmed, to provide constant feed-back for the child. This assures the opportunity for auto-education.

Order, liberty and cooperation are important characteristics of the Montessori classroom atmosphere. Respect for the work and rights of others is necessary. Things are in place. The "silence game", a game in which the children try to reduce all movement and noises to a minimum, is used to develop self-control.

The curriculum exhibits a balance between manual and physical activity, the concrete and the abstract, and nature and books. Emphasis is placed on the 'how' of learning not the 'what' (the process versus the product).

Tasks are designed to educate the senses, (children must learn to see, hear, smell, etc.) offer practice in observation, study nature, exercise in vocabulary work, encourage and interest in science, pro-

vide practice in numbers and calculation. The American Montessori and the International Montessori differ with regard to the specific conditions in the classroom and the training of teachers.

In the American Montessori classroom, the ratio of pupil to teacher is generally dependent on the type of children, e.g. in a classroom of mentally retarded children, there might be a smaller ratio than in one of gifted children. Usually the ratio is 15 children to each teacher plus an assistant. The maximum number is 25 children to each teacher plus two assistants.

The children under 6 years of age spend between 2½ to 3 hours in the classroom per day. In each classroom a range of three years in the ages of the children is desirable. Children are not accepted in the school after four years of age.

6) *THE INSTITUTE OF DEVELOPMENT STUDIES APPROACH OF DR. MARTIN DEUTSCH*

This approach is flexible and exploratory, representing a combination of developmental and educational theories, among which are those of Piaget, Hunt, Bruner, Montessori and Jensen.

The developmental model of Piaget, consisting of a three-stage sequence of learning, is evident in the program's techniques. The stages are:

1) *Sensorimotor* — emphasizing contact with concrete materials to foster development of verbal labeling and perceptual discrimination.

2) *Perceptual* — the presenting of contrasting stimuli to facilitate discrimination learning.

3) *Ideational-representational* — the minimum presentation of concrete and perceptual cues to support the use of verbal and conceptual tools in learning and relating things.

The climate of the classroom is receptive to learning, i.e., a climate characterized by time orientation, cooperation, and responsibility. The classroom is uncluttered and the furniture orderly arranged. It is felt that this will help develop the child's concepts of order and space, and does not provide any irrelevant stimuli to distract the child's attention.

Explicit demonstration of classroom routines and procedures is utilized initially until the child can respond to verbal directions

alone. As the child becomes accustomed to these routines, they are varied to allow for flexibility. These activities give the child an overall feeling of competence in the learning situation.

The three teaching devices which are used in this approach are the Listening Center, the Toy Telephone, and the Edison Responsive Environment Instrument (the "talking typewriter"). In addition, the alphabet board, sequenced games, and objects (e.g. fruit, pictures) which aid in concept development are also used.

The children are provided with "world information", i.e. information on community resources, such as the library, parks, zoos, and museums. This information can be presented to the children through books, experiments, discussions, demonstrations, research techniques, and field trips.

The children's self concept is enhanced through the use of several techniques. In order to provide all children with a positive self-image, both Negro and white dolls and pictures are provided and stories involving Negro children are read. The child can view himself in a full-length mirror and photographs of him are used to help him establish self-identity. Classroom storybooks are made with accompanying stories suggested by the children. A copy of the photograph is sent home to the parents.

The long-range goal of the enrichment language curriculum is the quantitative and qualitative improvement of language usage. The language training techniques are not presented as actual subjects, but are a part of every classroom activity.

In a lesson stressing sensory discrimination, it is possible to present tasks which will also develop language and concept formation. For example, the children may listen to the teacher or a tape tell a story. At the same time, they may look at the story illustrations, verbally label the objects in them, and visually and verbally compare them to real-life equivalents in the classroom. They are also absorbing information about the story's subject matter and simultaneously gaining experience in the giving of prolonged attention to a source of purely verbal stimulation.

Isolated examples of techniques used to foster the verbal labelling aspect of language development are:

1) the child is called by his name at every opportunity and is encouraged to address the teachers and the other children by theirs.

2) all classroom equipment is verbally labelled by the teacher to the child.

3) after the teacher verbally labels an object, the child is encouraged to identify it in response to a verbal command, and to verbally label it in future discussions.

In encouraging the child to move from the monosyllabic responses to more complex and polysyllabic ones, the teacher requires the child to describe the activities in which he would like to participate.

A telephone housed in a cardboard booth, is a technique which is used to monitor the speech of the preschool child. Since the two speakers are separated, the child cannot resort to gestures. Periodic taping of these conversations provides the opportunity to diagnose the child's speech patterns and to evaluate his progress.

The child's retelling of stories is also used as a means of eliciting formal speech. These are taped for later diagnosis and evaluation.

The Language Master (developed by Bell & Howell Company), a two-track tape recorder, allows the teacher to record his voice to serve as a standard and the child to record his voice for comparison with the teachers. In addition, this machine is equipped with a programmed card on which the word can be printed. When this card is placed into the machine, it allows for the simultaneous presentation of a visual stimulus and an auditory one.

The Listening Center, a device consisting of a tape recorder and earphones surrounded by a wooden partition which shields out distracting stimuli, is a technique which allows for the presentation of stories to the child. In choosing the stories, careful consideration is given to their level of difficulty, as well as to their content. Some tapes involve only listening. Others require the child to make motor or verbal responses.

The books for library time have the following characteristics: clarity, attractiveness and a relationship to the life and world of the children. A lending library often gets enthusiastic support from the children as well as the parents.

Training in auditory discrimination is also used as a technique to teach concepts to children. Various sounds, such as the barking of dogs, the striking of a clock, the sounds of children playing, are paired with the appropriate pictures.

Songs are combined with finger-play exercise to offer perceptual training reinforced by motor activity. Rounds and cumulative songs require the child to attend to specific cues and help to build memory.

Visual discrimination is fostered in the arrangement of the room as well as through more formalized means. The placement of blocks of various sizes and shapes emphasizes their different characteristics. Examples of equipment which is available in the classroom are: a cone of different-colored rings of graduated diameter, the peg board, a postal station, puzzles and blocks.

The alphabet board, a visual and tactile device, is used to teach discrimination of the different forms of the letters of the alphabet. The board resembles a puzzle in that it contains the shapes of each of the letters and the letters are the pieces. It has the attributes of a "teaching machine", i.e., small steps, immediate feedback, individual pacing and careful sequencing.

The success of Martin Deutsch's program depends on the teacher's abiliy and ingenuity in seeing the possibility for various types of learning from a given situation.

For further information, write Institute for Development Studies, 547 West Broadway, New York, N.Y. 10003.

Appendix B

Minimum Government, Optimum, and Minimum Suggested Head Start Requirements For Physical Plants Suitable For Early Education Programs

Physical Plant	Minimum Government Requirements	Optimum	Minimum Head Start Suggested Requirements
Fire Regulations	no frame building, proper exits, etc.	brick or frame buildings, proper exits, safety screens or bars alarm systems, etc.	same
Sanitary Conditions	Running water, garbage disposal, refrigerator	same, including hot water	same
Outdoor Play	Minimum 60 sq. ft. per child	Minimum 100 sq. ft. per child	Minimum 30 sq. ft. per child suggested
Indoor Class Space	Minimum 35 sq. ft. per child	Minimum 50 sq. ft. per child	Minimum 20 sq. ft. per child suggested
Proper Heating	65 - 70°	same	same
Ventilation	Each room have one window, opening onto yard or street	same	same
Basements	Room must be ⅔ above ground	same	Room should preferably have some sight of sunlight and be ¼ above ground
Protection at door & windows	All windows & outside doors screened	same	same
Toilets Sinks	1 to 10 children 1 to 10 children	3 to 20 children 3 to 20 children	1 to 20 children 1 to 20 children
Isolation Arrangement	Separate room required	same	Screened off corner of room with 2-3 cots if there is no separate room
Kitchen	Sink with sterilizer unit, 3 compartments, stove with hood and vent, refrigerator	same	Four burner stove, sink, refrigerator
Community involvement	None	None	The institution that owns the building should be accepted by the community before a Head Start program be located there

Appendix C

Board of Education Recommendations for Implementing the Early Childhood Education Section of the Passow Report, July 30, 1968

Note: Publication of the D.C. Citizens for Better Public Education's *Early Education* booklet was delayed until September 1 in order to include the recommendations of the D.C. Board of Education concerning implementation of the Passow Report.

Following publication of the Report, the D.C. Board of Education created an Executive Study Group to involve both the professional and general communities in evaluation of Dr. Passow's proposals, and in the generation of new proposals. The Executive study group appointed working parties for areas of particular concern, including a working party on Early Childhood Education which reported its recommendations to the Executive Study Group in June, 1968.

The Executive Study Group reported its recommendations to the Board of Education in early July, 1968. The Board of Education requested the Superintendent of Schools to approve or modify the recommendations of the Executive Study Group and to give priorities for action. The Superintendent of Schools presented his written views to the Board of Education in late July, and the Board of Education approved the Superintendent's recommendations on July 30, 1968.

Bold-face type in the recommendations below represents ideas which appear both in the Executive Study Group report and in the Superintendent's final report, approved by the Board of Education, which is printed below.

REPORT ON EARLY CHILDHOOD EDUCATION

The Superintendent recommends that the Board of Education approve the proposal of the Executive Study Group for Early Childhood Education and authorize the actions indicated which are necessary to implement each recommendation.

Recommendation I — is that the pre-kindergarten, kindergarten, grades one, two and three be conceived as an ungraded Early Childhood Unit. Dr. Passow had recommended an ungraded Early Childhood Unit of pre-kindergarten, kindergarten and grade one. This recommendation should be accepted that the pre-kindergarten, kindergarten, grade one, two, three unit be organized as an ungraded PRIMARY SCHOOL.

This is consistent with the concept of organization called

MIDDLE SCHOOL and UPPER SCHOOL included in the report on Organization for Instruction. The Assistant Superintendent of Elementary Education recommends that the Nichols Avenue School be utilized in 1968-1969 as a PRIMARY SCHOOL unit. It would house children participating in the Follow Through Project (Pre-Kindergarten, Kindergarten and Grade One) plus grade one, two, three children in an ungraded organization.

The grade one-three children would probably be bussed by parent consent from neighboring overcrowded southeast schools. Class size would be, as recommended, fifteen for younger children and, if possible, twenty to twenty-five in the older group. Budget will be needed for supplies and possible physical plant renovation. The creation of a curriculum advisory council is provided in Recommendation II. A survey of facilities and need for space and suitable learning environment are included in Recommendation VII.

The pre-kindergarten curriculum is available now as working copy. Teachers of pre-kindergarten classes will be requested by the Assistant Superintendent to offer suggestions, parent recommendations regarding effectiveness and relevance of curriculum.

Recommendation II — is that a program of ongoing assessment be established to determine which children need additional help or should be encouraged to move more or less rapidly than is usual. The Assistant Superintendents of Elementary Education and the Department of Pupil Personnel should activate a joint committee to precisely define ways and means to determine "developmental and behavioral goals for each age group," "evidence of pupil growth," "evaluation of progress," "use of diagnostic materials" and "understanding children's overt behavior." This will involve the planning and implementation of training sessions in each school or in small clusters of elementary schools. Funding will be required to employ substitutes to provide teachers on the committee with released time. Parents should be involved in the assessment program through participation in workshops, study groups and parent-teacher conferences. Elementary teachers and officers should receive sensitivity training as a part of the planning of the Staff Development Center. The effectiveness of methods and materials used in the ongoing assessment program should be evaluated by teacher opinion, progress and achievement of children and reactions of parents. Funding will be needed for sensitivity training programs.

Additional funding may be needed by the Department of Pupil Personnel Services to secure a greater variety and quantity of diagnostic materials to diagnose children's development and growth.

Recommendation III — is that teachers make maximum within-class grouping (small groups, non-graded, team teaching approach). The non-graded approach has been used previously in the Model School Division. In 1967-1968 thirty-seven (37) schools in the Department of Elementary Education used the non-graded organization. For 1968-1969 school year nineteen (19) additional schools will initiate the non-graded organization.

Through the creation of a Curriculum Advisory Council as suggested in Recommendation I the Department of Curriculum will be requested to review the elementary school curriculum and establish a curriculum with finely graded steps to aid teachers in helping children work at a rate and in a manner suited to individualized needs.

Funding may be needed for publication of new curriculum.

Each school faculty will be requested to define and plan ways to observe children, individualize instruction, review grouping of children, develop guides to flexibility of placement, use appropriate materials and ways of reporting to parents other than the report card. The Department of Supervision and Instruction will be requested to offer assistance to all faculties.

Requests will be made that plans for Staff Development will include *demonstrations of* team teaching and cooperative planning. Area meetings of principals, classroom teachers and teachers of subject areas (art, music, physical education, science) have been planned for the third week in September 1968, to plan ways of working and planning as an instructional team. This will require a depth in planning as to curriculum, scheduling use of materials and communication.

The Assistant Superintendent will request a report regarding plans developed by each building for within-class grouping, non-graded and team teaching.

Recommendation IV — is that pilot ungraded programs should be started in a number of schools to encompass the first three grades. Ungraded programs including the first three grades have already been initiated in the Model School Division and in the Department of Elementary Education. As of 1968-1969 fifty-six (56) elementary schools plus the Model School Division will be involved in ungraded primary programs. These ongoing programs will need assessment, assistance, enrichment and evaluation. This will require the cooperative efforts of the Department of Supervision and Instruction, Department of Curriculum, Department of Pupil Personnel and Department of Staff Development, plus parent involvement.

A parent-school advisory committee is completing its study of a new primary school report card to be used during the 1968-1969 school year.

Comments about curriculum revision are included in Recommendations I, II and V.

Recommendation V – is that a vigorous retraining of present staff and redevelopment of the primary program of instruction be initiated. This very important recommendation will be inplemented through the Department of Staff Development to (a) develop specific cooperative planning with area colleges and universities (b) establishment of Staff Development Centers (c) development of budget and plan for yearly in-service programs planned annually for a period of two weeks prior to the opening of school. This will require approval of the Washington Teachers Union regarding the extra number of working days for teachers. Budget may be required for consultants and materials.

Recommendation VI — is that no ability grouping should be practiced in the primary unit. This concept needs much discussion and definition as to the meaning of "ability grouping," "grouping in random fashion" and how each faculty may evaluate itself or be evaluated as to whether or not ability grouping is practiced. The Assistant Superintendent will organize a committee to devise such definitions and circulate the committee's report.

Recommendation VII — is that energetic and creative investigation be undertaken to redesign old structures along contemporary functional lines. The Assistant Superintendent of Buildings and Grounds will be requested to prepare a report indicating which rooms in each building may be used for pre-kindergarten, kindergarten, Grades 1-3, and what remodeling or construction is needed. Suggestions for such remodeling and cost will be presented for further discussion. The Department of Buildings and Grounds has already made some initial surveys regarding the placement in September, 1968 of seventy-five (75) pre-kindergarten demountables.

Recommendation VII — is that the curriculum should be aimed at enhancing each child's cognitive growth — perceptual skills, concept formation, abstract reasoning. Special emphasis should be placed on language and its functioning as a thinking tool. The Assistant Superintendent will work with the Department of Curriculum to review and develop elementary curriculum to emphasize cognitive growth. The Language Arts Program has developed excellent materials which have been incorporated into the new language Arts Bulletin (Kgn. - 3). The new Pre-kindergarten curric-

ulum also emphasizes language development. The Department of Curriculum will request distribution of a new language arts bulletin to teachers and officers for study and implementation. The Department of Staff Development will be urged to assist elementary school personnel in the use of the bulletin.

The Department of Buildings and Grounds will be asked to study the committee's standards for indoor and outdoor space (attachment #1 of Executive Study Report) and report as to cost and space needs.

Recommendation IX — is that existing instructional space be redesigned to be made usable with technological media. In 1968-1969 church space will continue to be used. Surveys are now under way by the Department of Buildings and Grounds to secure additional space in churches. This requires additional budget for rent and transportation.

The Department of Buildings and Grounds has already submitted plans for additions and replacements as included in the FY70 budget which include the use of park areas. Demountables are being requested to house technological media, equipment and special services. Budget will be needed for these demountables

Individual Learning Resource Centers were organized last year in the Davis and Bunker Hill Schools. Additional budget as presented to the Department of Budget by the Educational Resource Center is needed for staffing, equipment and materials.

Recommendation X — is that a Research and Innovation section be designated, staffed and charged with the task of generating interest and attention toward a more productive dialogue between users and designers of educational facilities.

The Assistant Superintendent of Buildings and Grounds has initiated a procedure to encourage dialogue between parents, teachers and community in school designing which would also include outdoor learning space -- play area. This procedure may require more budget to secure the services of consultants in school design.

Recommendation XI — is that school design should include indoor and outdoor learning areas, storage space and general room environment conducive to "a lively, inquisitive, engaged life style." These features would be added to the planning and dialogue as implemented in Recommendation X. Budget may be required for consultant services and school architects.

Recommendation XII — is that experiences, activities and materials

be specifically designed for the cognitive and motivational growth of young children. The ideas suggested in the Executive Study report (big muscle equipment, housekeeping, music, rhythms, science, library, dramatic play, etc.) are endorsed by the Department of Elementary Education and should be a part of the dialogue and planning of the Research and Innovation section and the Department of Buildings and Grounds as provided in Recommendation X. The committee should make specific suggestions and include a cost estimate.

Recommendation XIII — is to extend schooling downward to serve all four-year olds and selected three-year olds. While the value of pre-kindergarten education is not debatable, it is unrealistic at this time to accept the recommendation to serve *all* four-year olds. Therefore, this recommendation should not be considered as needing a change in Rules of the Board of Education to consider school attendance compulsory for all four-year olds. However, the D.C. Schools should encourage the voluntary enrollment of pre-kindergarten children in all available pre-kindergarten classes and work vigorously for increased budgets for pre-kindergarten space, materials, staff and services. This item should be referred to the Department of Long-Range Planning for demographic studies, census projection, space and staff needs, physical plant redesigning and use of rentable property, demountables and park areas.

Recommendation XIV — is that lines of communication be established through a community Board of Education. This recommendation was tabled by the Executive Study Group. Action is to be outlined in the report on Decentralization.

Recommendation XV — is that a program of parent involvement be organized. The Executive Study Group also tabled this recommendation. Action regarding Parent Advisory Committees should be included in report on Parent Involvement. Attachment #3 of the Executive Study report on Early Childhood Education should be considered as to its suggestions for parent participation.

Recommendation XVI — is that a leadership core of supervisory personnel be developed and trained. This recommendation is essential and should be referred to the Department of Staff Development and the Department of Supervision and Instruction for the development of a cooperative plan to provide all interested members of the supervisory staff with an in-service training program. Additional planning must transmit the basic training provided in sessions to teachers and other interested community persons. Such staff training programs may require budget for consultant services, substitute service and materials.

The Department of Personnel and/or the Department of Staff Development will be requested to inquire about the availability of graduate fellowships offered by local universities in the area of pre-kindergarten-Grade 3 supervision.

The recommendation recommends the supervision ratio of one supervisor to fifteen classes (fifteen children to a class) of age three, four and five children—a total of two hundred and twenty-five (225) children and one supervisor to fifteen classes (twenty children to a class) of age six, seven and eight children—a total of three hundred (300) children. This is an ideal ratio and will require long-range planning. The Department of Research and Budget will be requested to give an estimate of the number of supervisors needed for the current enrollment figures for age five-eight year old children, and an estimate of at least two pre-kindergarten classrooms in each elementary school.

The Department of Buildings and Grounds will also be requested to estimate space needs using the ratio of fifteen to one for pre-kindergarten and kindergarten classes, and the ratio of twenty to one for the ungraded sequence for six-seven-eight year olds (formerly grades one, two and three). From this information and a study of staff patterns as suggested in Attachment #4 of the Committee Report, a long-range plan for staffing and implementation will be devised by the Department of Long-Range Planning.

Recommendation XVII — is that early childhood specialists be employed in the Personnel Department for hiring and recruiting. The Department of Personnel will be instructed to survey present school staff who are trained in the field of early childhood education. Budget and positions must be created to employ early childhood personnel to facilitate recruitment. The Department of Personnel will also be requested to develop with the Department of Elementary Education a plan for the recruitment and utilization of part-time staff and paraprofessionals. Local colleges should be invited to participate in this planning. The pilot program of career progression as recently adopted by the Board of Education will be most helpful in developing an all-inclusive plan. The FY70 Budget should include funds for the employment of teacher aides or paraprofessionals to be assigned on a city-wide basis rather than to special funded programs.

Recommendation XVIII — is that resources of community agencies specializing in early childhood education be used to help determine needs and goals, provide pre-service and in-service staff training and to secure adequate materials and facilities. Selected persons should be included in committees developing plans for curriculum, staff development, facilities and pupil personnel

services.

Recommendation XIX -- is that a vigorous retraining of the present staff and redevelopment of the primary program of instruction be initiated. This recommendation will be implemented primarily in action related to Recommendations II, IV, VIII, XI, XII.

Recommendation XX — is that the District develop a consortium with college and university centers to engage in research in early childhood education, materials, strategies and teacher competencies. This recommendation will be referred to the TTT Project to request possible inclusion and expansion by the present consortium. If this is not possible, the recommendation should be referred to Department of Staff Development.

Recommendation XXI — is that a special summer session be provided for selected grade one-two-three teachers for instruction in individualized instruction. The recommendation is excellent but should not be confined to grade one-three teachers. Supervisors, librarians, counselors, principals and teachers of art, music, science, etc., should be included. We need to utilize the need for a team approach utilizing all available personnel to help children.

The Educational Resources Center is conducting a series of workshops during the summer of 1968.

The Department of Supervision and Instruction expects some 500 teachers who indicated their interest in attending a workshop to be held without stipend during the last week of August. The workshop will emphasize the construction of materials for individualizing instruction.

If college credit is given for a planned summer session, the President of D. C. Teachers College should be requested to assist. Budget is required for summer staff, stipends and materials.

Recommendation XXII — is that a Director of early childhood education with outstanding qualifications be appointed immediately using funds appropriated under Public Law 90-35. Funds under Public Law 90-35 are not now available. The Superintendent has requested previously the creation of a Supervising Director (TSA-7) position for Pre-Kindergarten through savings. No action was reported to D. C. Schools. This position of Supervising Director could be expanded to include pre-kindergarten through grade three. Responsibilities would include initial planning and implementation of pre-kindergarten program, development of primary curriculum sequence, cooperation with parents, community agencies and advisory groups and planning for space, and staff development. The Department of Budget will be asked for funding and

ment. The Department of Budget will be asked for funding and the Department of Personnel will prepare a position description and announcement.

Recommendation XXIII — is that continued study is needed to determine the staffing pattern of professionals and paraprofessionals as to numbers and varying types of skills to help each child receive the maximum individualized benefits from his school experience. This recommendation should be referred to the Department of Long-Range Planning for study, using the suggestions as provided in Attachment #5 of the Committee Report.

Recommendation XXIV — is that specific qualifications be established for the various roles unless the Department of Personnel will be requested to make this study and review the "Certification of Teachers" as developed by the Committee in Attachment #4 of the Committee Report.

Recommendation XXV — is that a coordinator be appointed to make use of already existing screening and diagnostic services presently available by existing agencies. The Department of Pupil Personnel Services will be requested to delineate the total various existing services, and the Department of Personnel to define the role, responsibility and funding required for a coordinator position.

Recommendation XXVI—is that administration must be decentralized to provide more opportunity for the decision-making process at the school level. Implementation of this recommendation is provided in the report on Decentralization and Administration.

Recommendation XXVII — is that a new mode for administering pupil personnel and welfare services should be utilized using the team approach of pediatricians, nurses, psychologists, dentists, therapists and social workers. Suggestions of the committee regarding annual physical examination, remedial and preventive treatment and parent conferences will be referred to the Assistant Superintendent of Pupil Personnel. The Department of Pupil Personnel should initiate planning sessions with the D. C. Health Department to provide these services, and a more inclusive record-keeping system.

C. Priorities for Action

A. Implement immediately administratively Recommendations III, VI, VII, VIII, XVIII, XXIV, XXV.

B. Requires additional funding—Recommendations I, II, IV, V, IX, X, XI, XII, XIII, XVI, XVII, XIX, XX, XXI, XXII.

C. Requires Long-Range Planning—XXIII, XXVI and XXVII.

Appendix D

Costs for Capital Head Start Ten Month Program September 1, 1967 - June 30, 1968

Capital Head Start was the administrative agency for sixteen ten month Head Start Centers operating in Washington, D.C., September, 1967 through June, 1968. Approximately two thirds of the Capital Head Start budget was contributed by the Federal Government through the Office of Economic Opportunity.

Three hundred sixty children attended twenty-four Head Start programs (fifteen children per classroom) in sixteen centers. Figures given below are those relevant to projecting costs for Early Education programs in the D.C. Public Schools.

	TOTAL FOR TWENTY-FOUR CLASSROOMS (360 Children)
Physical Facilities	
Space costs and rentals	$ 177,650
Equipment and Furniture	
Rental, lease or purchase	51,612
Personnel	
Executive Director	12,500
Special Service Director	7,400
Psychologist	10,200
Nurse	6,000
Business Director	7,400
Classroom Supervisor (for twenty-four classrooms)	10,200
Four social workers	30,960
Sixteen Lead Teachers	104,640
Eight Associate Teachers	48,240
Three Social Service Aides	9,840
Twenty-four Teacher Aides	82,620
Twenty-two Food Service Aides	25,144
Nutritionist	5,912
Consumable Supplies	18,539